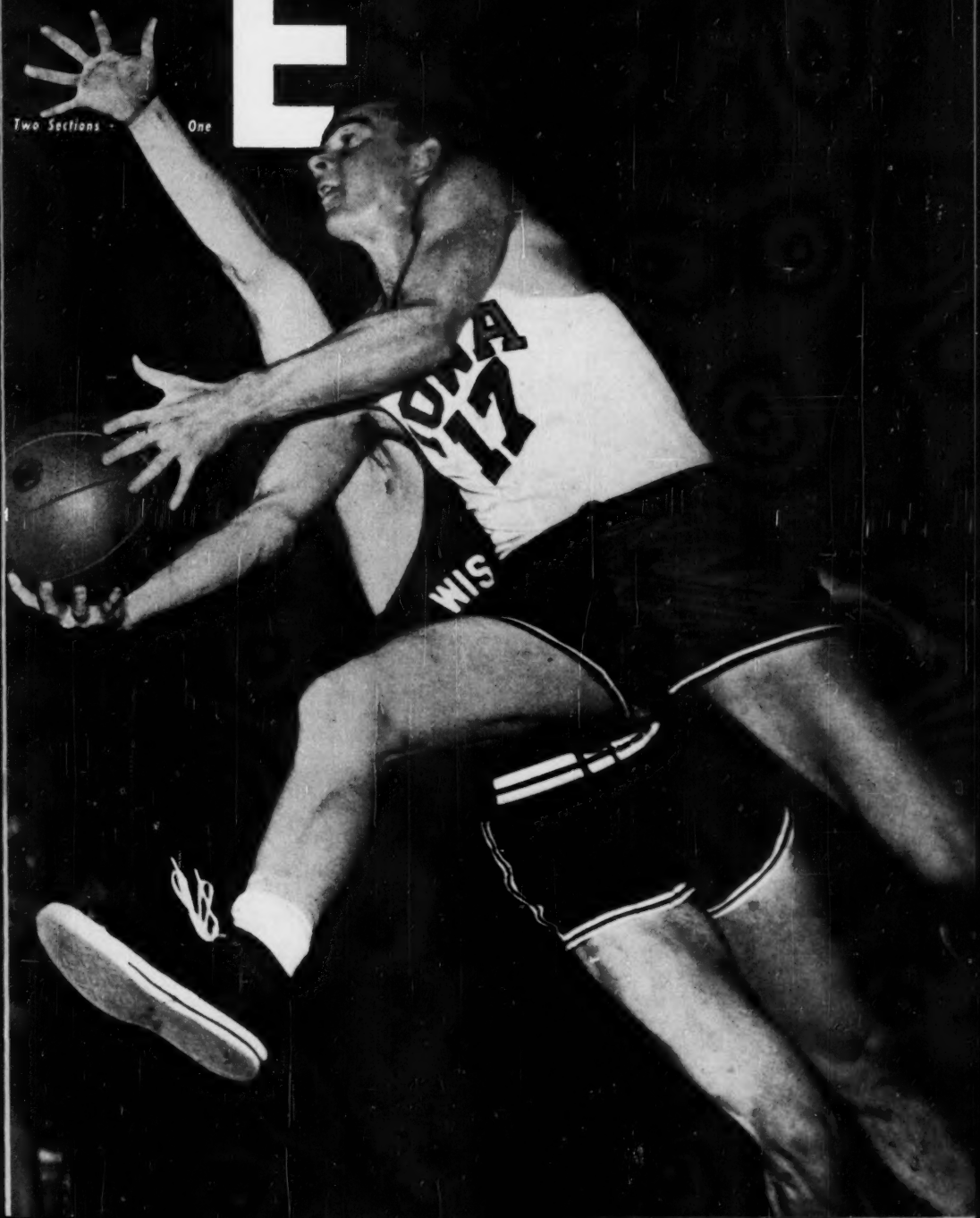


S A F E T Y

E

Two Sections -

One



The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY

Volume
XXIX

No. 6

Section
One

E^{Education}

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

**EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA**

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From "The Great Pictures—1949," the book of the sixth annual News Pictures of the Year competition jointly sponsored by the Encyclopaedia Britannica Book of the Year and the University of Missouri school of journalism. Photo by Don Padilla, Cedar Rapids Gazette.

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Abstract of a speech
presented at the 37th
National Safety Congress

TOWARD A SAFER TOMORROW

by E. PATRICIA HAGMAN

THE few suggestions which I have to offer on the problem of developing in children a positive attitude toward safe living, as a necessary part of democratic education, are premised upon the assumption that we as teachers have an understanding and appreciation of safety in terms of democratic living.

The fundamental truths which motivate us as teachers are the great liberal concepts of the democratic faith, that is an interest in the general welfare, not only one's own, but the welfare of others; self-respect, and respect for the sanctity of each personality; co-operation and participation in problems of social control; the rejection of violence as a social weapon; the conservation and utilization for the common good of material resources; and, finally, the ultimate goal of human happiness as the basis for effective social living.

I need not spell out the implication of safety in these terms. The blot on our social record left by wanton destruction on the highways, and other crimes of carelessness, which cause gross waste of our economic resources and which, with no regard to person, decimate our citizenry each year, are social problems which must be the concern of every teacher. Each of us must keep constantly in mind that each unsafe act, each crime of carelessness is a direct negation of the democratic truths which we as teachers have chosen to uphold.

How are we to help the children develop an intelligent and common-sense attitude toward safe living, an attitude which will assist them to meet effectively the emergencies in the inconceivable variations they contact in life; an attitude which will guide them by care, but not restrict them by fear; an attitude that will guide their actions through the strength of their fundamental respect for their own human values and the values and rights of others?

To build these generalized attitudes of care, courtesy and common sense in children is no easy task for the teacher. It is not easy to

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convey these concepts to children. And, indeed, such is not our direct goal. Elementary school children "learn by doing," not by being bombarded with abstractions which have little meaning either intellectually or emotionally to them. How, then, are we to teach these values, these concepts of the personal and social responsibility of safety?

First, the school itself, in its organization, structure, and function of the entire program, must reflect an environment which is conducive to safe living. The school which epitomizes safety in all aspects of school life, which reflects a sense of orderliness within a framework of freedom and happiness, serves as the one best means of education for positive attitudes. Attitudes are more often "caught" than "taught." They reflect the individual's conditioning and experiences as a whole.

Prof. Max Corey of Teachers college, Columbia university, recently stated that he could generally tell a good school by looking at its children; that happy children mean a good school. While I know of no studies which analyze the accident record of a school in light of the nature of its curriculum, I

Each type of unsafe act by pupils of the schools can be blotted out through proper education.



would be willing to hazard the hypothesis that a *good* school is a *safe* school.

The well-planned school approaches the problem of safe living from a psychological standpoint. Experimentations to date inform us that we have among us a class of individuals known as the accident-prone group. Research in this field reveals that the individuals in the accident-prone group, though constituting a small proportion of the population, cause a disproportionately high percentage of all accidents, and that such individuals show marked personality maladjustments. These include such traits as impetuosity, rebellion, hostility, impulsiveness, resentment against all authority and discipline, even self-discipline, preference to immediate rather than to remote satisfactions, and the presence of guilt complexes.

Schiffers* has described the accident-prone individual in this way: (Do you recognize his genesis in terms of your elementary school pupils?)

"He has usually been brought up in a strict home. Even as a child he was highly impulsive, often reckless. He rarely looked before he leaped. He deeply resented parental authority and often flouted it by running away from home and school, by lying and stealing, or just by biting his nails and wetting his bed.

"He carries this resentment of authority into his early adult life—often quite unconsciously. He doesn't like his boss; he hates policemen; he abhors his relatives; he objects to all symbols and displays of authority. But he knows his own mind—too certainly; he knows what he likes—sufficient to each day is the pleasure thereof. He goes for excitement, adventure, action! Hurry is his motto. Many people may like him for his daring, bravado and vigor—often displayed in athletic sports.

"His school work and work record is likely to be spotty. He probably didn't finish high school or complete a college course, if he started either. He changes jobs frequently. He really doesn't like to work—the world owes him a living. If he can escape responsibility—and the authority it entails—he will do so.

"Grown up he still responds to stimuli with action, not thought. He is often quite inattentive to the situation at hand, drawn

away from it by fatigue, or emotional disturbances. While his reaction time is normal, he often is too preoccupied with his own worries, griefs, anxieties and angers. He responds to his own needs rather than to the facts with which he is confronted. He is quick—but impulse not alertness motivates him. For this fellow a ruddy accident is often a way out, the solution to his emotional conflicts. It looks as if it will bring him sympathy—and maybe money—without responsibility.

"Obviously this composite personality pattern, this typical character, will not fit every accident-prone person. With whom will you compare him? H. Flanders Dunbar, an authority on psychosomatic medicine and diagnosis, stated: 'When this personality pattern is set beside those of other groups in the population, it turns out to match very precisely that of the juvenile delinquent and the adult criminal. The behavior characteristics of the persistent breaker of laws is virtually identical with that of the persistent breaker of bones—right up to the point where the one commits a crime and the other has an accident'."

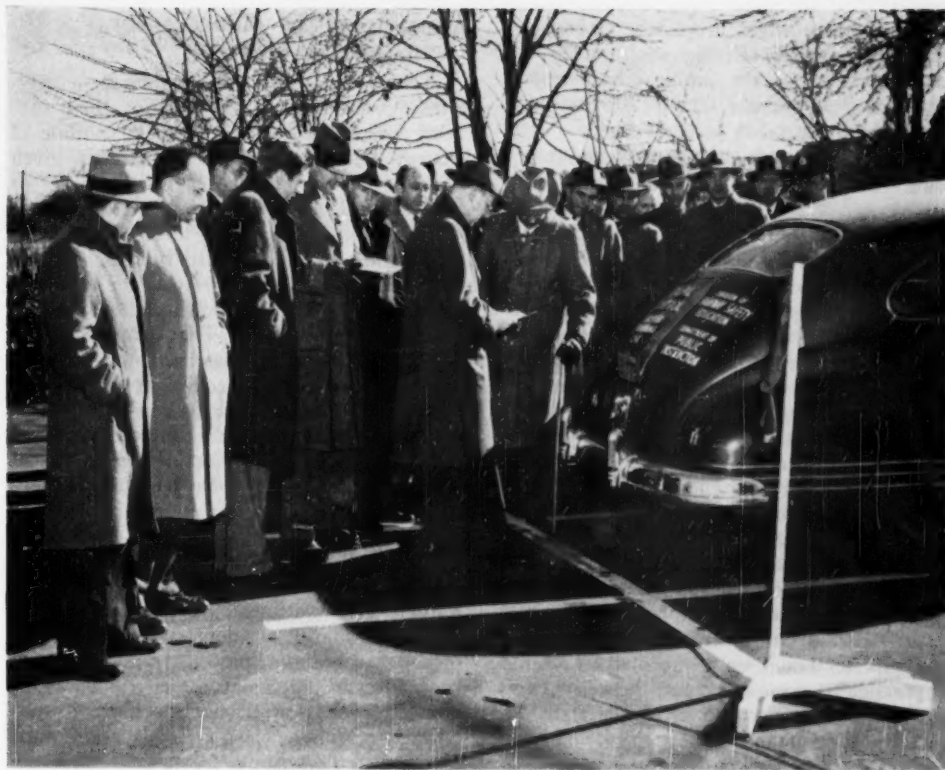
Again may I ask if you recognize the genesis of the accident-prone individual in terms of your elementary school pupils? One of the most effective acts the school can perform in promoting a safer tomorrow is to include a sound guidance program which is alert to the behavior patterns and problems of each child, and will be able to recognize and circumvent the early signs of accident-prone symptoms.

Further, the keeping of careful accident records and cumulative information on each child tends to reveal accident-prone patterns which may escape casual observation. In addition, an effective health education program, which includes careful checks on limiting defects, such as vision and hearing, may likewise serve as a valuable aid in coping with the school accident problem.

In building positive safety attitudes in children, then, the teacher should first recognize the importance of the structure and function of the school itself. Now second, in terms of direct teaching, the teacher should work through the basic appeals to children. We must remember that safety *per se* has little appeal to children. Safety concepts must be attached to his basic drives—his need for love and security, his body needs, his desire to

(Please turn to page 33)

*Justus Julius Schiffers, "How to Live Longer." E. P. Dutton and Co., Inc., 1949. 125-127.



Standards for Safety

by A. R. LAUER and B. L. WOODCOCK

THE rapid growth in the demand for teachers of driving has greatly multiplied the problems of teacher training. A yeoman's job has been done in preparing a large group of enthusiastic teachers to successfully handle driving classes in schools and colleges. With the advent of the Center for Safety Education at New York university, regular credit courses have been offered leading to a degree. As early as 1932, Iowa State college offered one or more courses in the psychology of safety which covered the psychological aspects of all types of safety and accident prevention. Since 1946, Iowa State Teachers college has set up a very extensive

program for teacher training in driving and safety education and is offering one of the most comprehensive undergraduate courses in the country.

Need for Standards

As courses in safety are introduced into the public schools, the need for higher standards of teacher training becomes imminent. If safety education is to be recognized as a standard credit course in high school or college, it goes without saying that training of teachers must be comparable with that in other areas.

In Iowa, the superintendent of public instruction, Jessie Parker, was first to realize that the time had arrived for establishing certain standards for teachers of driving and safety. Consequently a conference was held which included members of Miss Parker's

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staff, representatives from the schools of higher education offering such work, and representatives of the public school system. The group prepared a manual for the teaching of highway safety in the schools. At the same time standards for approval of teachers were set up.

Basic Requirements

It was found that while Iowa State Teachers college offered several courses and was granting undergraduate degrees in safety education, and that while Iowa State college had been granting master degrees in phases of safety since 1931, no corps of courses pertaining to driving alone was offered to satisfy the minimum requirements for approval of teachers in this area, comparable with those available for other branches. Consequently it was deemed advisable to set the standards for approval of safety education with a stipulation that at least six quarter hours or four semester hours be offered in driving, including classroom teaching and behind-the-wheel instruction. At least three quarter hours or two semester hours would need to be offered in practice teaching of behind-the-wheel driving to qualify for approval by the state department of public instruction.

To further equate safety education with other standard branches, a minimum of 10 semester hours or 15 quarter hours in courses dealing exclusively with this subject matter, in addition to the possession of a standard teaching certificate as prescribed by the state of Iowa, is stipulated.

Emergency Provisions

It was realized that some latitude must be allowed in order to encourage the teaching of driving and safety education until such time as an adequate supply of teachers could be prepared in the field. It was agreed that any school might offer a credit course and be temporarily approved if a teacher having successfully passed a 40-clock-hour course, such as has been offered by the American Automobile Association, were available and could subsequently pass a qualifying examination. A temporary approval would be issued by the state department but this would not be renewed unless the holder should further qualify by taking a minimum of five quarter hours of the prescribed course material each succeeding year until obtaining the minimum of 15 quarter hours or 10 semester hours.

Recommended Courses for Teacher Training

To further bolster the standards, a committee from the colleges teaching these subjects set up the following general outline of courses patterned after those already given at these institutions. In this way a major or minor could be obtained either at the undergraduate or the graduate level. The course is designed to give a broad basis of training for a comprehensive program in the teaching, supervision and administration of safety education in all its phases. The following course recommendations are based on the offerings at Iowa State Teachers college at Cedar Falls, and at Iowa State college at Ames.

From past experience at these institutions, the five groups of courses described below seem acceptable and adequate preparation, for the work in safety education.

Sophomore Level

I. An orientation course in safety and human conservation—covering problems of safety including: accident statistics, analysis of danger situations, preventive measures and procedures in organizing for safety; the place of safety in the home, schools, community and governmental agencies; methods and means of accident prevention. Two semester hours or three to four quarter hours.

Junior, Senior and Graduate Level Courses

II. Basic courses in driving and highway safety. Materials and methods of safety instruction and the science of safety including laboratory in behind-the-wheel driving, driving tests and driver evaluation methods. Two semester hours or three to four quarter hours.

III. Advanced courses in the more technical aspects of accident analysis, preventive measures and applications of scientific method to the problems of safety in the accepted areas of accident prevention, such as: farm, home, recreation, school, traffic, public affairs, schools, etc.

This course should consist of about three semester hours or four to five quarter hours.

IV. Advanced courses in the specialized areas of teaching, supervision and administration outlined according to age and grade levels. Courses would be organized to fit the facilities of the schools offering the work.

Materials and methods of teaching safety at the elementary, and secondary school levels,

(Please turn to page 34)

Seasonal Variations

by JENNIE SPADAFORA

NEARLY 15 per cent of school building accidents occur in classrooms and the auditorium, according to reports of student accidents received by the National Safety Council. The statement is based on a tabulation of the accidents recorded by school systems with an average monthly enrollment of approximately 764,000 students during the three-year period September, 1946, to May, 1949.

The average rate per 100,000 student days for classroom and auditorium accidents was 0.45. The highest rate, 0.72, was for the seventh grade, followed by 0.55 for the eighth grade, 0.54 for kindergarten and 0.53 for the ninth grade. The accident rates for other grades were below the average, ranging from 0.31 to 0.44.

The accompanying chart shows the monthly variation of classroom and auditorium accident rates for students at the elementary, junior and senior high school levels. At all levels the September rate was low compared to other months, but by December it was twice as high as in September. It is unlikely that children spent much more time in classrooms and auditoriums in December, but the exposure of students to unfamiliar activities

in preparing for Christmas programs may have resulted in more accidents.

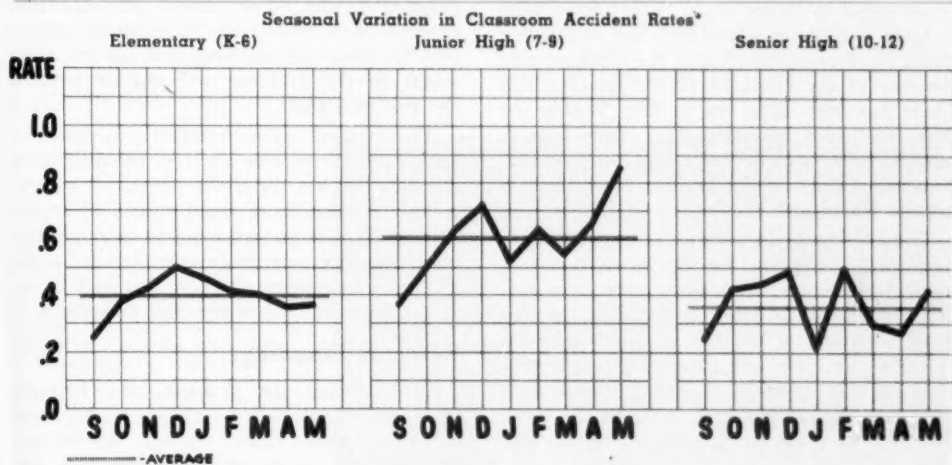
Among students from kindergarten to the sixth grade, the increase in the rate from September to December was gradual. It was followed by a similar moderate decrease to May.

The classroom and auditorium rate, seventh-to-ninth grade students, followed the same seasonal pattern as the elementary school from September through December. However, after decreasing in January, and holding fairly steady to April, it rose in May to the highest rate of the year. This increase may be in part associated with eighth grade graduation activities.

The rates at the senior high school level had a somewhat different pattern. The rise from September to December was similar to that for the other students, but in January there was a sharp drop followed by an equally large rise. March and April were down almost to the September rate, but May was as high as October.

A test for significance applied to the data indicates that the variation in the rates from month to month probably show a real seasonal pattern at the elementary and junior high school levels, but not—with reasonable assurance—at the senior high level.

MISS SPADAFORA is a member of the statistical division of the National Safety Council.



*Average rates per 100,000 student days for three school years, Sept. 1946-May 1949

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Average
Elementary .....	.25	.37	.42	.50	.47	.41	.40	.36	.37	.39
Junior High .....	.36	.49	.63	.72	.55	.63	.56	.66	.85	.60
Senior High .....	.24	.41	.44	.48	.22	.50	.29	.27	.41	.36

MUST THERE BE ANOTHER COLLEGE RESIDENCE HALL FIRE?

by JOHN J. AHERN

THE title is a provocative one. My subject poses a question of vital concern to all college administrators and one which they cannot evade. If I were called upon to answer it frankly, I would have to reply, "No, there need not be another college residence hall fire but unfortunately there *will be* another, perhaps many more!"

The problem which we, as college administrators, must face is that of taking the necessary precautions to insure that even though there is another fire there will be no further loss of life! This can be done and will be done either willingly by the colleges or under compulsion by public opinion and governmental authorities. The speed with which we attack and solve the problem will largely determine whether or not we will be able to take the required action on our own volition.

The fire record of schools has taken a serious trend in recent years. There have been a large number of school fires but fortunately most have occurred during the daytime and because of the emphasis placed on fire drills there has been little loss of life. Within the last few years however, there have been a number of serious fires in college dormitories, fraternity and sorority houses, resulting in a serious loss of life.

None of us in surveying the record should feel smug or point the finger of scorn at those unfortunate institutions that have suffered these catastrophes. It could just as well have been any of us. We are all faced with the same problem and almost without exception are not physically prepared to cope with it. Only chance has kept us from the same fate and we must act quickly before our luck runs out!

The problem is a serious one. Relatively large numbers of students are sleeping on

the upper floors of dormitories, fraternity and sorority houses. At this point tradition steps in and deals us a blow below the belt. The traditional type of school building which we have inherited from the last century and early part of this century *was built to burn and burn quickly*.

The usual building has a large open central stairway which lends an air of spaciousness and grace to the first floor and quickly turns into a raging torrent of fire and smoke conducting these killers to the upper floors. There the occupants are trapped in their rooms because each corridor has been converted into a smoke-filled death chamber.

This traditional building also has an attic under a wooden roof which bridges division walls and serves as a means of spreading fire rapidly across the entire structure. This is made even more serious by the practice of using the attic space as a part of the air circulation system. The typical plan includes exhaust vents from each room which empty into the attic thus insuring that any fire anywhere in the building will quickly involve the attic and roof.

This typical plan frequently includes a means of recirculating air from the attic back through the hot air ducts which, of course, means an even more rapid spread of smoke and gases. The picture is made more gloomy by inadequate emergency exits, lack of automatic alarm systems and complete lack of, or at best nonstandard, watchman protection.

Vertical Openings

In analyzing the problem, two features stand out—unprotected vertical openings and lack of automatic alarm systems. All vertical openings *can* be protected. Experience has shown that an unprotected vertical opening not only spreads fire, smoke and hot gases, but also cuts off access to fire escapes because the corridors are quickly filled with smoke and hot gases.

PROFESSOR AHERN is director of fire protection and safety engineering, Illinois Institute of Technology, Chicago, Ill.

We must take another look at our residence buildings and not be misled by the presence of fire escapes, iron ladders, ropes or other means of emergency exit. They are largely worthless if we also have unprotected stairwells because the students will never reach the exit facilities. Even in our oldest buildings the stairways can be enclosed using either a metal lath and plaster type of partition with good self-closing doors or the more ornamental type of wired glass in metal frame enclosure.

There has been a development in prefabricated movable steel walls which are easily adapted to stairway enclosures. These partitions are composed of 18 gauge steel panels filled with rock wool insulation, the entire assembly supported on interior metal points.

A treatment of openings as outlined above will not provide a completely fire-safe building, but it will slow down the progress of the fire and smoke long enough to enable students to reach emergency exits.

Fire Alarms

Obviously the best type of alarm is an automatic alarm system covering all parts of the building and which, in addition to giving an audible signal sufficiently loud to awaken all occupants, also transmits an alarm to fire department headquarters.

There are, however, a number of excellent simple alarms which can be effectively used to protect occupants of residence halls. The greatest tragedies always occur at night when all the occupants are asleep on the upper floor. A fire starting in the basement or on

the first floor will attain disastrous proportions before anyone is awakened.

After the occupants have been awakened by an automatic alarm and vertical opening protection has slowed down the progress of the fire for that fateful few minutes which spells the difference between life and death, students will seek emergency exits.

The best emergency exit is a fire resistive stairway enclosure leading outside. Outside fire escapes are a poor substitute for a standard enclosed stairway.

While the fire escape itself is incombustible, it is not fire-resistive nor does it protect its occupants from flames, heat or smoke belching out lower windows. The most desirable fire escape is one which leads directly away from the building at each exit door. Escapes which come down the side of the building are usually made useless by flames and smoke pouring out lower windows.

All such openings should be glazed with wired glass in metal frames which will hold back the flames and smoke long enough to evacuate the building. In addition, access to the fire escape should be through doors which swing outward and which are equipped with panic latches.

Double hung windows should never be used for a fire escape exit. All emergency exits should be plainly marked by lights on a separate circuit. If access is through a room, provision should be made for easy entrance in event of an emergency.

Automatic sprinklers provide the best protection because they combine both automatic detection and automatic extinguishment.

(Please turn to page 31)

In recent years there has been a number of college dormitory, fraternity and sorority house fires, resulting in a loss of life.



Abstract of a speech
presented at the 37th
National Safety Congress

WHO IS RESPONSIBLE FOR THIS ACCIDENT?

by GERALD M. COLEMAN

THE question of the responsibility for accidents is one which has numerous implications.

Responsibility, according to Webster's definition—"... implies both accountability and obligation." ... Accountability has a legal implication, while obligation is a moral term.

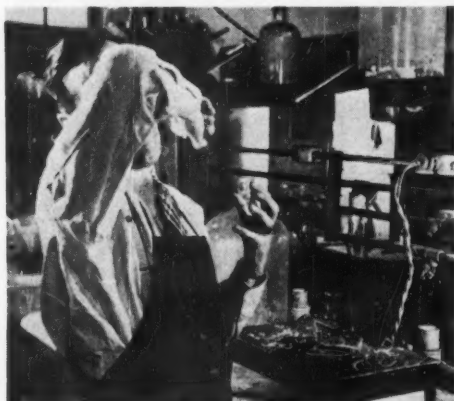
Any discussion of the legal responsibility of schools in cases of accidents leads one into a "never-never-land" of law, and there are only the most elementary of guideposts to follow. The legal responsibility of schools in cases of accidents will vary with each state. It is generally agreed, however, that the school cannot be held accountable, but that liability may be leveled against the individual who is in direct charge at the time of the accident. In assuming the burden of proof, the plaintiff must show negligence of the individual. For example:

Students of a high school were sent with a custodian to move a piano from the stage to the auditorium floor. In the course of the operation, the piano slipped, breaking the arm of one of the boys.

In this case, the custodian was held to be legally responsible along with the principal,

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Improper handling of laboratory equipment could cause a serious accident to the careless victim.



who had authorized the custodian to move the piano with student help.

There is a larger responsibility which the school must assume in cases of this kind. There is a moral obligation to protect the health and welfare of students while they are within the limits of our authority.

Student help provides a quick method of getting objects moved from one place to the other. It eliminates delay and the submitting of requests for additional help. Yet, the moving of pianos is a specialized occupation, calling for men who know how to carry and lift, and in some cases, for special equipment.

Here is clearly a case which calls for the establishing of a general policy on the part of school officials, and from the viewpoint of moral obligation, the superintendent or the chief engineer is as clearly at fault, as was the custodian and the principal who had authorized the moving of the piano with student help.

Most of you who, like myself, must operate within a budget, will immediately raise the question of the cost involved. It seems to me there are two answers to this question. First, heavy objects should not be moved merely for convenience sake. By careful programming and planning of events we can minimize the moving of heavy objects.

Many school accidents are the result of carelessness in the handling of apparatus. This carelessness is often based on a lack of sufficient knowledge of the hazards involved. Let's look at the facts in one case. Students are grouped around the table during an experiment and the instructor apparently has exercised no judgment as to how close the people should be.

Here is an instructor dealing with a liquid which is potentially very dangerous. Further, he is dealing with apparatus which, under the conditions of the experiment, was dangerous. He deliberately allows youngsters to crowd around the apparatus, and to hover over the table. This point immediately comes to my mind—"Did the instructor know better?"

(Please turn to page 34)

Safety Education Data Sheet - No. 42 - HORSEBACK RIDING



Statistics

1. Although there is no national total of the accidents arising from horseback riding, it is known that many persons are injured every year because rules for safe riding are not obeyed.

The Problem

2. Riding is a very pleasant and diverting form of exercise, and a knowledge of horses can teach the rider good character traits, such as self-reliance, self-control and patience. And with the advent of an enormously improved system of riding trails, there has been a steady increase in horseback riding. With more people riding, there are more chances for accidents to occur.

Learn to Ride Properly

3. Beginners should learn to ride under the guidance of a competent instructor. If no instructor is available, the next best choice is to get the advice of a good, experienced rider who knows and follows safe riding practices. Since riding rings and professional instructors are usually found in urban areas, beginners in rural areas must depend almost entirely on the experience of some other horseman. Nevertheless, the following rules can be modified to apply to all riders rural or urban.

4. The instructor will usually start the beginner in an enclosed riding ring, on a quiet, obedient horse. Such an animal will stop automatically if the student should lose his balance or begin to fall.

5. If the instructor does not have a well-trained horse of this type for the beginner to ride, he can ride beside the pupil with a lead rein by which he can control the pupil's horse at all times.

6. In this way the all-important rudiments of riding, such as discovering the various gaits of the horse and how they feel to the rider, control (and types) of reins and a good seat or sense of balance in the saddle can be learned with confidence.

7. While the instructor controls the horse by a lead rein, the student should learn to ride without using the reins. This will teach him that reins should not be used for balancing or as a means of keeping oneself on the horse.

8. When, under supervision, the basic principles of riding are acquired, then constant practice until techniques become automatic is necessary.

Type of Horse

9. When the new rider goes to a stable or riding academy to rent a horse, he should tell the stable master or the instructor (if the stable is one where the beginner's ability is not known) what type of horse he has been riding or is used to. In this way he will not find himself on a horse which will be too difficult or unsafe to manage.

10. Later, as riding skill and confidence increase, the new rider will be able to learn for himself just what type of horse he likes and can best control.

11. No child should be given a horse or pony which is too large or headstrong for him to handle. The horse should be fairly slim in build, lightmouthed and easy to handle. If the horse is too spirited or has too tough a mouth it will not respond to the rein readily and may cause trouble for the young rider. The same is true if the horse is too strong for the rider. Either case may be the cause of a dangerous, and possibly fatal, runaway.

Clothing

12. Comfortable clothing means a great deal to safe and enjoyable horseback riding. Poor-fitting clothes may even cause the rider to sit in the saddle incorrectly and thus be improperly balanced, or they may interfere with body movements necessary in riding, such as in mounting or dismounting.

13. Wear properly fitted riding boots—and breeches with leather lining inside the knees and calves. The same applies to jodhpur boots and breeches. Any boots used must be of such design that they may be quickly disengaged from the stirrups.

14. Since horseback riding is exercise for the rider, enough clothing should be worn in cold weather to hold in the body heat and perspiration.

15. In cold weather the rider will probably wish to wear gloves. Be sure they are loose enough to provide freedom of movement yet not too tight to interfere with circulation.

Equipment and Safety

16. The rider's safety depends upon the

Riders should mount from left side of horse, holding onto fore part of saddle.



equipment of his horse. Bridle reins, stirrup leathers and cinches must be in the best possible condition at all times. Even expert riders may be severely injured or killed by accidents which can be caused by the breaking of equipment, especially if the horse is being ridden at a fast pace or if the horse is strong and highly spirited.

17. Equipment for privately owned horses must be cared for by the owners themselves if they do not hire someone to do this. Frequent cleaning with saddle soap and an occasional oiling is the best method, and the leather should always be checked for any signs of weakness. Replace reins, stirrup leathers, cinches, etc., at once if there are signs of serious wear.

18. For the most part, wooden stirrups are easier for children to use, since they are wider and not so slippery as metal stirrups. However, wooden stirrups sometimes have leather coverings and an opening between the tread of the stirrup and the covering. Attach toe guards to all such stirrups so there is no chance of catching the feet between the tread and the covering.

19. Blankets for use under the saddle should be turned inside out and dried after each ride. They should be brushed before being used again; and when they are placed on the horse, all wrinkles should be smoothed out before the saddle is put on. Otherwise, the horse may develop a sore back and may try to throw the rider.

20. The foregoing rules also apply to rented horses, but the equipment is cared for by the stable or riding academy. However, both riders of private or rented horses should know as much as possible about the horse's equipment, its functions and care. For example, after riding a short time the safe way is to dismount and tighten the saddle girths or cinches since horses are often swollen when first saddled. Not tightening the girths after riding a while may result in the saddle slipping underneath the horse and cause an accident. Even if horses are rented all saddled and ready to ride, the rider must have some knowledge about adjusting equipment.

21. If you are not qualified to do so yourself, have some experienced person check the condition of the horse's shoes before beginning a ride. The horse can trip or stumble and possibly throw the rider because of a loose shoe.

22. Special horseshoes are needed in the winter when the ground is frozen and icy;

shoes with hard center steel screw calks are safe for winter riding.

23. Do not ride faster than a jog trot on frozen ground. On moderately packed snow a fast trot or an easy canter is permissible.

Horse Handling

24. A great number of accidents involving horses are due to unsafe or improper handling practices. Many accident hazards may be considerably lessened if the normal behavior and reactions of the horse are properly understood. First of all, horses are very responsive to kind treatment, but they also respect firmness. A person who learns these two facts can control a horse safely and easily. Never abuse a horse.

25. Keep in mind that most riding horses are high-strung, and sudden or unexpected actions or movements may startle them. Their subsequent protective reflex may injure someone. Routine, regular handling habits should be developed.

26. Never approach a horse from the rear, either in the barn or in the open. Approach the horse from the left side and speak gently to warn him of your presence.

27. Do not bridle a nervous or skittish horse in close quarters, and, to avoid injury, keep your head in the clear; in avoiding the bridle the horse may throw his head violently. And keep your feet well back so the horse cannot step on them.

Mounting and Dismounting

28. Check the bridle, girth and saddle attachments before mounting to see that they are secure, and adjust the bridle and stirrups to the proper length for you.

29. *Never* mount a horse in the barn. The danger of being crushed up against the stall or some other part of the barn is too great. Mount the horse in the clear—not near fences, trees or overhanging projections. Otherwise, the horse could sidestep and injure the rider.

30. Mount from the left side of the horse and keep the reins taut in the left hand.

31. Before dismounting, bring the horse to a complete stop in the clear. Handle the reins the same as when mounting.

Safe Riding

32. To be a good rider, the rider must also be a safe rider. The safe rider follows certain basic rules which will prevent accidents:

a) Keep the heels down so the feet can't slide through the stirrups—where they may

be caught just when the rider must be able to disengage his feet quickly.

b) Keep to the right-hand side of the bridle path except when passing another horse, or horses, going in the same direction. After passing on the left side, return to the right-hand side at once.

c) When passing other riders, always hold the mount to approximately the same speed as that of the horses being overtaken or passed. Pass slowly to avoid exciting the horses, and don't gallop immediately after passing. The other horses may attempt to follow and possibly throw some of their riders.

d) Never ride within kicking range of another horse either in the same party or one that is passing. The other animal may kick and injure you or your horse.

e) Slow the horse when turning a sharp corner or coming around bushes or trees.

f) When going up or down a steep hill, hold the horse to walk for the safety of both horse and rider.

g) Do not ride on pavement if it is at all possible to avoid doing so. In addition to the danger from traffic, the horse may slip and fall on pavement. If a person *must* ride on pavement, the horse should be kept to the right as far as possible and held to a walk. Ride single file if there is more than one rider, and be on the lookout for approaching cars.

h) Dismount and lead the horse across a heavily traveled street or highway to another riding trail. Otherwise, a skittish horse may balk and rear or back into oncoming cars.

i) Do not ride at a fast pace on rough or rocky trails or in sand or mud; the horse may

Cinch strap and all other equipment should be properly adjusted to prevent slipping.





If a road and bridle path intersect each other, dismount and lead your horse across.

slip, stumble or fall and throw or crush the rider. In such terrain it is wise to let the horse pick his own way.

j) Do not attempt "cowboy" or stunt riding; it is too dangerous except for professional riders.

k) Be alert at all times for overhanging branches or ground obstructions, such as holes or tree roots. In the first case eye injuries or face cuts may be caused, and in the latter the horse may trip and injure the rider. And, while moving, don't try to hold back branches for the person following. When the branch must finally be released, it may injure rather than help the rider following.

l) Be especially alert for barbed wire fences. While riding they are sometimes not too easily noticed.

m) Do not ride in a wild or careless fashion. Many avoidable accidents occur to riders, horses and even pedestrians from this dangerous practice.

Night Riding

33. All the rules for safe riding in the daytime must be followed at night with even more caution.

34. Only very well known trails should be used, or a guide should accompany the night riders.

35. Keep the horse at a slower pace than for daytime riding.

36. Don't ride alone at night.

37. Do not ride on traveled roads at night, and *always* dismount and lead the horse when crossing roads. Be extremely watchful for cars since most horses are very difficult for motorists to see at night.

38. Wear light-colored clothing.

Sources

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41. HOW'S YOUR HORSE SENSE? Marvin J. Nicol. 4 pp. Illustrated. Chicago, Ill.: National Safety Council.

42. SAFE IN THE SADDLE. Marvin J. Nicol. 4 pp. Illustrated. Chicago, Ill.: National Safety Council.

43. SAFETY EDUCATION DATA SHEET NO. 26—DOMESTIC ANIMALS. 4 pp. Illustrated. Chicago, Ill.: National Safety Council.

Other Safety Education Data Sheets now available are:

- (1) Bicycles
- (2) Matches
- (3) Firearms
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles
- (36) Motor-driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Parties
- (41) Home Workshops

Data sheets from SAFETY EDUCATION are available for small fee from the National Safety Council, 20 N. Wacker Drive, Chicago 6, Illinois.

The Inventory and YOUR School

by LEW E. WALLACE

IF YOUR city has a population of 10,000 or more it is eligible for, and is probably participating in, the Annual Inventory of Traffic Safety Activities.

The Inventory is just what its name implies.

The nine sections of the city Inventory provide for an accurate stock-taking of a city's activities and accomplishments in traffic accident prevention.

This information is used to provide a basis for the Annual Progress Report of the President's Highway Safety Conference;

for the individual city analyses;

for the compilation of factual experience to improve standards and methods of evaluation; and

for the National Traffic Safety Contest awards and other awards for outstanding performances by cities.

Insofar as your school system is concerned, perhaps the most valuable function of the Inventory is to analyze your traffic safety education activities and to make recommendations for improvement.

Section VII of the Inventory is concerned entirely with the traffic safety education activities of a city's public, parochial and private schools. The analysis and recommendations for your schools' activities not only show your progress from year to year and suggest further improvements, but they also tell you what other cities in your population group are doing.

The questions in the school section are based on the recommendations of the Action Program of the President's Highway Safety Conference. They were developed by an Advisory Committee composed of representatives of the U. S. Office of Education, the American Association of School Administrators, the

National Council of Chief State School Officers, and the school staff of the National Safety Council.

These questions ask not only about the actual safety instruction, but also about supervision of the program, in-service training of teachers, home-school co-operation, accident records, and environment precautions.

Each of these questions implies a standard. To the extent that city's schools meet these standards, those schools are carrying on a well-rounded program of traffic safety education.

It is especially appropriate to discuss the Inventory at this time because most of the cities participating in the Inventory are now in the process of having the nine report forms filled out.

In each eligible city one person has been designated by the mayor or chief executive official as inventory representative. The report forms for all nine sections of the Inventory have been sent to these representatives.

If the inventory representative for your city has not already placed the school section in the hands of your superintendent or safety supervisor, he should be contacted at once.

If your city officials cannot tell you who is inventory representative for your city, please wire collect for this information to the Annual Inventory of Traffic Safety Activities, National Safety Council, 20 N. Wacker Dr., Chicago 6, Ill. Feel free to write if you have further questions on the Inventory.

You can readily realize that unless the school section is properly filled out, the analysis and recommendations will not be appropriate to your safety program.

We urge also that superintendents and safety supervisors request that the inventory representative notify them when the analysis and recommendations arrive from the National Safety Council.

MR. WALLACE is assistant to the president of the National Safety Council.

Experiment in SAFETY

by HARRIS W. DEAN

SOMETIME ago we conducted an experiment in the effectiveness of the teaching of safety as measured by the observation of behavior changes of pupils. Ninth graders of Rantoul (Ill.) Township high school were selected for the experiment. After a preliminary talk with the class of more than 100 pupils, in which the proposed course was explained, about 60 indicated a desire to be enrolled.

Since the method of experiment was to be matched pairs taught in two separate classes, a series of tests and questionnaires was given to determine the pairing. Pupils were matched according to:

- (1) Chronological age
- (2) Mental age
- (3) Socio-economic status, location of home, etc.
- (4) School adjustment
- (5) Interpersonal structure of the group as determined by the sociometric technique.

The Otis Self-Administering Test of Mental Ability was used in determining mental age and the Bell School Inventory was used for measuring school adjustment. By this method 20 pairs were selected and divided into two well-equated groups.

These groups were taught, using two different methods. The pupils of one of the classes (experimental) developed their own subject matter in the field of home safety and certain areas of school and general safety. This same subject matter developed by the first class was taught to the second class (control) in the usual assignment, mastery-of-the-subject-matter, method.

The method used in measuring mastery of subject matter was a series of standard safety tests. The paper and pencil tests used were:

- (1) General safety education test (Center for Safety Education)
- (2) Home safety education test (Center for Safety Education)
- (3) National safe drivers test (Associa-

tion of Casualty and Surety Companies).

The first two of these tests contained many items dealing with the material covered. The third test was included to measure any possible development of interest or competence in a related field of safety. These tests were administered as a pretest at the beginning of the semester, and were repeated at the close.

The method used in attempting to measure the change of behavior relative to specific safety habits was that of direct observation as follows:

- (1) A daily report made by students enrolled in both safety classes concerning their observations of dangerous practices, situations, areas, etc.
- (2) A daily report made by students enrolled in both safety classes concerning actions they had taken in correcting or compensating for some dangerous situation or condition.
- (3) A report made by students not enrolled in either safety class covering violations of specific safety regulations in the school building and nearby, by students enrolled in the safety classes.
- (4) A report of observations of reactions to certain "setups" of dangerous situations prearranged in classrooms and in certain homes and buildings which the pupils visited for other purposes than direct observation.

At the beginning of the course, a pretest was given to check the safety consciousness of the pupils before they had been taught safety as such. At the end of the course a check test was given.

The teaching activities began with the pretest during which the pupils made a general community safety survey. This was followed by a few lessons on safety in the school and on the street. The major part of the teaching material was in the area of home safety which included the following: safety in the kitchen, dining room, living room, bedroom, stairs and halls. A period

(Please turn to page 32)

MR. DEAN is instructor in the college of education, University of Illinois, Urbana.

Recommendations for SAFETY

by C. W. BEESE

A REPORT on safety education and recommendations for an action program has recently been developed. This was an outgrowth of the President's Conference on Industrial Safety, at which education was defined as one of the important areas.

The committee on education adopted the following statement defining the scope:

The Committee will study the needs and methods of adequately integrating and implementing industrial safety education and training in all pertinent areas and levels of education as conducted by educational institutions, employers, labor, and public and private agencies.

The four categories listed in the statement of scope define areas of safety education within which some broad conclusions may be drawn.

According to studies of industrial accidents, a very high percentage of them is the result of personal causes. Hence, education which affects the viewpoint and behavior of the individual is a potent factor in the reduction of accidents.

In the field of accident prevention, education can approach but never expect to reach perfection. The conclusions and recommendations presented by the Committee on Education are an attempt to point the way toward further progress.

RECOMMENDATIONS — Elementary, secondary, vocational and technical schools—The American school through its various levels of education is the best organized agency to reach in an effective manner the largest percentage of the population. It is estimated that one out of four and one-half persons is in school at any one time and, between the ages of five and seventeen, 85 per cent of all persons are in school.

The schools have a dual responsibility in safety education. They must provide and maintain a safe environment as a basis for accident-free operation and as an example of safe working conditions. Secondly, there is the responsibility of safety instruction pref-

erably developed as an integral part of many subjects rather than as distinct and separate.

Even in the early grades it is possible to develop an understanding of safety principles and a responsibility in the individual for his or her own safety and the necessity for avoiding actions which expose others unnecessarily to injury or death.

The secondary school area also includes activity which closely simulates that of industry. In the various shops and laboratories, tools, equipment, procedure and methods have an industrial flavor. This is particularly true in secondary, industrial arts, vocational and technical schools.

The major recommendations applying specifically to the elementary and secondary school areas are:

1. In the area of elementary education, pupils should acquire an understanding of the normality of a safe environment through integration of safety instruction in the proper courses and a familiarity with safe practices in the use of tools and devices.

Schools must provide a safe environment as a basis for accident-free operation in all school shops.



MR. BEESE is director of technical extension division, Purdue university, Lafayette, Ind.



Safety education should be made stronger through adequate school shop inspections coupled with an accident reporting shop program.

2. Safety education in secondary schools will be strengthened through adequate school shop inspections against an approved safety inspection check list coupled with an accident reporting and analysis program on a system-wide and a state-wide basis.

3. Responsibility for the promotion of a safety education program in secondary schools on the state level should be assigned to a staff member of the state department of education. He and a state supervisory staff can assist in a local school program headed by a member of the teaching staff serving as a chairman or secretary for the school safety committee.

Colleges and universities—Teacher education—If school shops are to be safe, teachers in these shops should have training in safe practices. This should start in the colleges and universities preparing teachers for positions in industrial arts and vocational training and should continue through locally organized in-service training courses or through extension courses with the objective of improving courses of study and setting up adequate safety standards.

1. Adequate pre-service and in-service teacher training programs in safety education should be available through educational institutions and local programs supported by emphasis in professional organization.

2. Teachers' colleges have a responsibility for pre-service and in-service training of teachers in shop and other courses. This should be discharged through courses in the teachers' college and short courses, institutes and conferences for teachers on the job.

Engineering colleges—Engineering colleges are offering safety instruction to all engineering and management students regardless of their fields of specialization.

An adequate program of safety education in engineering colleges should be developed through recommendations that:

1. Teachers, authors and publishers should include appropriate safety references in textbooks, laboratory manuals and other instructional material.

2. Members of engineering faculties, individually and within their departments, divisions, etc. should include such safety considerations in their instructional materials.

3. Engineering or management students should be offered a course or courses aimed at the understanding of the basic principles of industrial safety and its function within his or her particular field of specialization.

4. The curriculum should adequately prepare the student for specialization as a safety engineer.

5. Regular inspection be made of the campus premises, facilities and equipment to maintain safe conditions. Further, the responsibility for this activity should be definitely allocated to a responsible member of the faculty or administrator of appropriate rank.

6. Student participation and interest in the safety program should be based upon the assignment of definite responsibilities, participation in committee activities, instruction in situations which conform to safety standards and practices and the exposure to safety instruction in specialized courses and through integrated safety instruction in as many courses as possible.

7. Students should be permitted to participate in campus safety inspections as a means of training for possible later duties in industrial engineering or management.

8. Where engineering or management students are in close contact with industry through co-operative study programs, plant visits or part-time jobs, the influence of the school should be used to have the students exposed to an organized safety activity.

Other colleges and universities — While other colleges and universities offering medical, legal, arts and sciences, political science curricula do not have a close relationship to industrial safety, there seem to be discoverable advantages through integrating safety material in the instructional programs and the maintenance of a safe environment.

Extension education—Public institutions of higher learning that operate extension programs should make available to industries and individuals industrial safety instruction in as many localities throughout the state as it is economical to do so.

Employers—The larger industrial plants are fairly well organized for safety training and are, in general, carrying on effective training programs. While the following recommendations apply to businesses of all sizes, they are directed primarily toward being of maximum benefit to the small or medium businesses where the size and simplicity of the organization necessitate the assignment of safety responsibilities to persons with other duties.

1. The final responsibility for accident prevention necessarily rests upon management and is discharged through continuing participation and leadership made effective through adequate safety policies and procedures. A basic safety education program should include thorough training in the policies and procedures covering:

a. Safeguarding and improvement of physical equipment

b. Safe practices

c. Safety training incidental to the performance of a specific task or job

d. Use of personal protective equipment, such as goggles, respirators, safety shoes, special types of clothing for special jobs

e. Maintenance of operating conditions which will provide adequate protection of employees against occupational illness or disease.

2. Special effort should be made to encourage and assist the application of the fundamental principles and policies of industrial safety training to the small employer.

3. The management should provide itself with information regarding methods which have proved most useful in safety training.

4. Each industrial establishment should delegate to an individual as a part-time or full-time responsibility the assignment of carrying out company policies on accident prevention and assisting in safety promotion and training.

5. Foremen, the frontline of management, should receive safety training and become qualified to do training in safety among on-the-job workers.

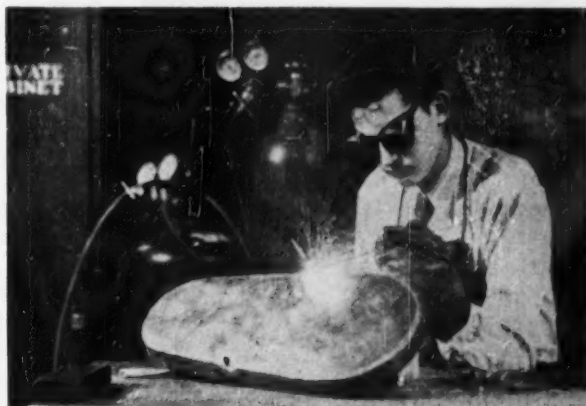
6. An active continuous program of on-the-job training should be conducted for all workers.

7. Emergency first-aid training for supervisors and key employees should be included in any safety-training program.

Labor—Unions are concerned with the welfare of their members and will participate wholeheartedly in safety education programs which try to reach more and more workers. A major objective with regard to

(Please turn to page 36)

Each student in the school shop should have safety instruction and a familiarity with safe practices in the use of shop tools.



Democracy and PATROLS

by BERTHA TRUNNELL

SEVERAL years ago the students at the Auburndale school framed the slogan, "A boy patrol must practice self-control." Since then, this slogan has been the guiding principle of the patrols at our school.

The patrol members are chosen soon after the opening of school in September in a general election. With few exceptions where stations are more conveniently covered by sixth graders, the members are selected from seventh and eighth grades. Each member must have written permission from his parents to serve.

The boys announce themselves as candidates and state their purposes at an assembly of the entire school. Lists of candidates are sent to each classroom in which there are eligible voters. The fact is stressed that each nominee should have proved himself worthy of the confidence of his classmates by measur-

ing up to the school's standards of leadership, reliability, promptness, appearance, courtesy, self-control, initiative, attitude, attendance and scholarship.

After the election is over, the patrol members elect their own officers. The patrol officers are a captain, first lieutenant, second lieutenant, master sergeant, staff sergeant, technical sergeant and a plain sergeant. Each of these has specific responsibilities, and patrol members to assist him.

The patrol organization is directed by the captain. The captain assigns each boy to his particular post. It is the responsibility of the captain to see that the boys are on duty at a specified time and place and to make adjustments necessary in the case of absence of any boy from his post. The captain gives out the rain hats and coats to those on the outside posts and conducts inspections of the patrol.

The first lieutenant acts as fire chief. It is his duty to see that the fire escapes and fire extinguishers are in proper condition. He makes the inspection every morning before school opens. He gives signals for the fire drills and sees that the building is cleared.

The first lieutenant and his assistants give instruction on the use of fire escapes. This acting fire chief keeps a record of the time it takes to clear the building.

The second lieutenant is in charge of the school yard. He has several boys under him who assist with pupil and bicycle traffic. This student officer sees that the play apparatus is in good condition and that the play area is free from hazards.

The master sergeant assumes the responsibility for all the buses. He has many assistants. The bus operators say that the student

Safety patrol members could erect bulletin boards to bring safety messages home to the student body.



MISS TRUNNELL is principal of the Auburndale Graded school, Jefferson county, Kentucky.

assistants are indispensable. The patrol members see that the children do not move when the bus is in motion, make certain that arms and hands are kept inside, care for children on entering and leaving the bus and endeavor to keep noise at a minimum.

Most important, these officers step ahead of the pupil traffic to see that the highway is clear before permitting the children to cross the road. The big problem that the boys have been working on over a period of years is the one of facilitating the loading and unloading so as to lessen the state of confusion and to save time.

The staff sergeant has the responsibility for the auditorium, which is used almost every day. He and his assistants keep all the aisles clear, insure proper ventilation and are in charge when a fire drill is conducted from the auditorium. They arrange the seats and act as ushers. Boys are always stationed at the fire escapes in case of a fire. They assist the teachers with the control of the pupils in passing to the auditorium.

The technical sergeant oversees the building. His duty is to see that patrols are on duty in the building. This group of patrol members cares for the children who assemble in the basement before the opening of school. This is a big job, and an important one, during the winter months. The technical sergeant assists the fire chief with the morning inspection of the building and at intervals he holds meetings with his men for the purpose of finding ways to make the building safer.

The plain sergeant is the traffic manager for all the field trips. He selects the boys for this duty and keeps a record of them. He controls the pupil traffic to the school store and assists in setting up the store daily.

Members of the patrol meet with the patrol sponsor once a week during school hours. They enjoy this meeting where they discuss with much freedom many problems which have arisen and ask questions on procedures of special cases.

The inspection which takes place at the weekly meeting is principally for personal appearance, but performance of duty is also considered. The boys decide what to observe in making the inspection and design the chart on which to keep the record. The captain with the aid of some of the officers makes the inspection. The boys recognize each other's good points in performance of duty. A special mark is given for being courteous. They also offer constructive criticism of each other

which is accepted by the group and understood. To carry a responsibility day by day unnoticed becomes monotonous and disheartening even to adults. The free discussion encouraged in these meetings is an American principle which must be maintained.

Rarely does a patrol member exceed his authority, but if he does any school child may report him to the captain or to the principal or sponsor. In the case of neglect of duty on the part of a patrol boy, a meeting of the full patrol is called with the sponsor in the principal's office. Then the offender is given an opportunity to state his case, and the patrol members, with the advice of the principal and the sponsor, consider the evidence and decide the penalty.

Just after the meeting with the sponsor each week the members are privileged to have a half-hour's recreation.

Outcomes of Patrol Work

The members are free to act and often show judgment far beyond their years. The members are always on the alert to find hazards and remove them.

Patrol members believe that the sixth graders should learn how to serve before officially taking over patrol duty. They assume the responsibility of training these inexperienced students for the next year's work. This is a delight for the sixth grade members. Each has a chance to train for two weeks or longer, as time permits.

Patrol experience affords many valuable lessons in good citizenship. The members develop a wholesome regard for the safety of others and become safety conscious themselves. The members become more self-reliant, learn to act quickly and effectively in an emergency. They learn to yield to rightful authority, and, what is more important, learn to assume authority without abusing it.

The patrol is not without its citizenship values even for those who do not serve on it. The patrol helps all children to become safety conscious and to form desirable habits. This in itself is one aspect of good citizenship. Through this democratic procedure the children are becoming better and more intelligent citizens.

Out of all this is growing a splendid school spirit, a feeling of freedom and equality among the teachers and pupils and a purposefulness which can come only to those who feel themselves an important, vital part of a representative group in a free nation.

YOUR SCHOOL WILL BENEFIT

by NILS A. LOFGREN

TEACHERS and administrators!

The National Safety Council is convinced that your school will benefit by participation in the National School Safety Honor Roll.

This Honor Roll is the Council's way of giving recognition to schools whose safety programs meet certain standards. Participation in this Honor Roll will provide your pupils with an incentive for greater interest in safety, and will provide you with an accurate indication of what you are doing and what you should be doing in safety.

The Honor Roll has been in existence for the past five years. On the opposite page are listed the 76 schools which qualified for the Honor Roll during the 1948-49 school year. As you can see, many of these have achieved recognition for four and five consecutive years. This speaks well for their safety programs, because, after the first three years, the standards become higher.

Despite the requirements, there should be many more schools in the nation whose safety programs would qualify them for a place on the Honor Roll. If your school has an administrative service with the National Safety Council, here's how your school can apply for Honor Roll listing.

To be considered for the Honor Roll, the safety program of your school must be recommended to the National Safety Council by a local school committee composed of four persons.

This committee should be composed of the principal, the president of the local parent-teacher association (or a responsible member of another parent group), a student, and a local civic leader.

The committee makes its recommendation after having conducted a survey of the safety education activities of your school. This survey is made with the aid of an evaluation check list which has already been sent to all eligible schools.

MR. LOFGREN is a traffic safety consultant in the School and College division of the National Safety Council.

This check list asks 24 questions, such as:

"During the past year has your school:
"Conducted a safety inspection of school buildings and grounds and eliminated hazards?"

"Arranged special safety instruction for holidays?"

"Maintained a spot map of accident locations?"

"Arranged a safety exhibit or a safety bulletin board?"

The questions on the check list have been carefully selected by experienced and qualified educators. A school which meets the activity requirements may be said to be carrying on a well-rounded safety education program adapted to the needs of the local community.

Final decisions on the awarding of the Honor Roll certificates are made by the four Honor Roll Judges. The present judges are Prudence Cutright, assistant superintendent, Minneapolis (Minn.) Board of Education; Forrest E. Long, professor of education, New York university and editor, *The Clearing House*; Thelma Reed, principal, William Volker school, Kansas City, Missouri, and member of the National Commission on Safety Education; and Peter B. Ritzma, district superintendent of schools, Chicago, Ill.

Although the testimonials and the evaluation check lists have already been sent to the eligible schools, they need not be returned to the Council until May 31, 1950.

Early possession of these materials enables your school to use the recommended activities as a guide in conducting your current safety education program.

If your school holds an administrative service with the National Safety Council and you have not yet received your Honor Roll materials, write to us and we will forward the testimonial and the evaluation check list to you at once.

The Honor Roll is your opportunity to gain recognition for your school's safety education program.

Safety Education for February, 1950

HONOR ROLL

5TH YEAR

THE HUEYTOWN ELEMENTARY SCHOOL

Bessemer, Ala.
ALAMEDA HIGH SCHOOL
Alameda, Calif.
JOHN MUIR SCHOOL
Alameda, Calif.
LINCOLN SCHOOL
Alameda, Calif.
PORTER SCHOOL
Alameda, Calif.
HIBBING SCHOOLS
Hibbing, Minn.
CHATSWORTH SCHOOL
Larchmont, N. Y.
GREEN BAY SCHOOL OF
VOCATIONAL AND ADULT
EDUCATION
Green Bay, Wis.

4TH YEAR

EDISON SCHOOL
Alameda, Calif.
ENCINAL SCHOOL
Alameda, Calif.
FRANKLIN SCHOOL
Alameda, Calif.
HAIGHT SCHOOL
Alameda, Calif.
LONGFELLOW SCHOOL
Alameda, Calif.
MASTICK SCHOOL
Alameda, Calif.
WASHINGTON SCHOOL
Alameda, Calif.
WEBSTER SCHOOL
Alameda, Calif.
THE GLENVILLE SCHOOL
Glenville, Conn.
THE NORTH MIANUS SCHOOL
Riverside, Conn.
LINCOLN ELEMENTARY
SCHOOL
Elmhurst, Ill.
GEORGE WASHINGTON
SCHOOL
Endicott, N. Y.
HAMILTON HIGH SCHOOL
SAFETY COUNCIL
Hamilton, Ohio
JOHN M. PATTERSON SCHOOL
Philadelphia, Pa.
CEDAR HILL SCHOOL
Oak Ridge, Tenn.
ELM GROVE SCHOOL
Oak Ridge, Tenn.
FAIRVIEW SCHOOL
Oak Ridge, Tenn.
GAMBLE VALLEY SCHOOL
Oak Ridge, Tenn.
GLENWOOD SCHOOL
Oak Ridge, Tenn.
HIGHLAND VIEW SCHOOL
Oak Ridge, Tenn.
JEFFERSON JUNIOR HIGH
SCHOOL
Oak Ridge, Tenn.

LINDEN SCHOOL
Oak Ridge, Tenn.
OAK RIDGE HIGH SCHOOL
Oak Ridge, Tenn.
PINE VALLEY SCHOOL
Oak Ridge, Tenn.
SCARBORO SCHOOL
Oak Ridge, Tenn.
COLUMBIA HIGH SCHOOL
Richland, Wash.
JEFFERSON GRADE SCHOOL
Richland, Wash.
LEWIS AND CLARK GRADE
SCHOOL
Richland, Wash.
SACAJAWEA GRADE SCHOOL
Richland, Wash.
MARCUS WHITMAN GRADE
SCHOOL
Richland, Wash.

3RD YEAR

SHERIDAN JUNIOR HIGH
SCHOOL
New Haven, Conn.
WHITING CITY SCHOOLS
Whiting, Ind.
UNITED OAKS SCHOOL
Hazel Park, Mich.
SAMUEL GOMPERS
VOCATIONAL AND
TECHNICAL HIGH SCHOOL
New York, N. Y.
WILLSON JUNIOR HIGH
SCHOOL
Cleveland, Ohio
N. R. CROZIER TECHNICAL
HIGH SCHOOL
Dallas, Texas

2ND YEAR

FRANKLIN ACADEMY
Columbus, Miss.
DUNKIRK INDUSTRIAL HIGH
SCHOOL
Dunkirk, N. Y.
STAIR TECHNICAL HIGH
SCHOOL
Knoxville, Tenn.
LONGVIEW CITY SCHOOLS
Longview, Texas
MAGNOLIA ELEMENTARY
SCHOOL
Seattle, Wash.
MADISON PUBLIC SCHOOLS
Madison, Wis.

1ST YEAR

ARLINGTON SCHOOL
Greeley, Colo.
CERRO GORDO COMMUNITY
SCHOOL
Cerro Gordo, Ill.
MECHANIC ARTS HIGH
SCHOOL
St. Paul, Minn.

NATCHEZ HIGH SCHOOL
Natchez, Miss.
NATCHEZ INSTITUTE
Natchez, Miss.
CARPENTER NO. 1
Natchez, Miss.
CARPENTER NO. 2
Natchez, Miss.
CAMDEN CITY PUBLIC
SCHOOLS
Camden, N. J.
CLAYTON ELEMENTARY
SCHOOL
Clayton, N. J.
SOUTH MOUNTAIN SCHOOL
South Orange, N. J.
FIRST STREET SCHOOL
South Orange, N. J.
CANYON ELEMENTARY
SCHOOL
Los Alamos, New Mexico
SANTA FE CITY SCHOOLS
Santa Fe, New Mexico
MCKINLEY VOCATIONAL HIGH
SCHOOL
Buffalo, N. Y.
DOLGEVILLE CENTRAL
SCHOOL
Dolgeville, N. Y.
SEWANNAHAKA HIGH SCHOOL
Floral Park, N. Y.
LAKEWOOD HIGH SCHOOL
Lakewood, Ohio
POTTSTOWN SCHOOL
SYSTEM
Pottstown, Pa.
ANDREW JACKSON SCHOOL
Kingsport, Tenn.
DU PONT ELEMENTARY
SCHOOL
Nashville, Tenn.
PARK AVENUE SCHOOL
Nashville, Tenn.
JOHN BALL Grade School
Richland, Wash.
MCDOWELL VOCATIONAL
SCHOOL
Weich, W. Va.
SCHOOL OF VOCATIONAL
AND ADULT EDUCATION
Beloit, Wis.
JANESVILLE HIGH SCHOOL
Janesville, Wis.
WASHINGTON SCHOOL
Marshfield, Wis.



Safety in Britain

by C. GEOFFREY MORTLOCK

THE pattern of life in Britain is, to a large extent, determined by the efforts and aims of voluntary societies and bodies. The government has long appreciated the great service which these organizations give to the community and has frequently asked them to work for the state. One such organization is the Royal Society for the Prevention of Accidents, whose congress recently met in London to discuss plans for 1950.

In 1945, Britain's Ministry of Transport delegated to the society the responsibility for organizing a nationwide road safety campaign. By the end of the first year of the campaign more than 1,000 committees had been set up under the inspiration and guidance of the society, which also provided special training and instruction for local organizers.

Each year the ministry and the society have focused attention on one particular problem

MR. MORTLOCK is a London (Eng.) journalist and broadcaster.



or cause of accidents and, by a concerted campaign, has brought it to public realization. In 1949, for instance, the effort was directed to educating the public to use the pedestrian crossings provided on all main and busy streets. The results already show that there have been fewer casualties to pedestrians during 1949 than in the previous twelve months.

For 1950, the society has decided, with the concurrence and assistance of Britain's Ministry of Transport and Education, to mobilize its forces to combat the problem of accidents to children. In the words of Lord Llewellyn, the society's president, "The organization will be mobilized for a whole year in a great crusade—the most worth-while of all—a crusade for the safety of children on the roads." The concentrated effort will be made in March with a National Children's Safety week.

Child safety has, of course, figured in the society's activities but in 1950 a special effort, supported by films, school lectures, exhibitions, broadcasts and others means, is being made on a national basis to reduce the accidents to children on the roads. How far the society has already contributed to the solution of this problem is shown by the fact that in 1930 more than 1,600 children were killed on Britain's roads and that in 1946, despite increased traffic and higher speeds of cars, the figure was 986.

The society, the second oldest of its kind in the world, was founded in 1923 as the National "Safety First" Association. This was an amalgamation of the London "Safety First" Council, founded in 1916, the British Industrial "Safety First" Association and other organizations. It was in 1941 that the title was changed, on the suggestion of the society's patron, King George VI, to the Royal Society for the Prevention of Accidents.

From the start, the organizers threw all their energies and enthusiasm into this national work. Within a year they had, with the assistance of motoring and cycling organizations, issued the first "Safety Code for Road Users"; the success of this guide was such that later the government assumed the responsibility for its publication and reissued it, after revision, as the official "Highway Code," which was distributed throughout the country, door to door.

In 1927 the society instituted, as an encouragement to good road manners, the Na-
(Please turn to page 31)

Safety Education for February, 1950

Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, science and safety

Wear Light Clothes for Dark Days

PEDESTRIAN SAFETY



Sketch S8718A

Pedestrian Safety Test

Copy and—

Use these words to complete the sentences giving pedestrians something to remember.

play cars see white dark corners street

1. On _____ days wear something _____ so that drivers can _____ you.

2. Don't _____ in the street or run out into the _____.

3. Cross at _____.

4. Don't run out from between parked _____ because drivers cannot stop before hitting you.

A Class Project

Take a class safety walk on a dark day. Check to see that each person is wearing something light colored or white. Talk about the advantage of walking on sidewalks rather than in the street. Decide which side (facing traffic) of the street or road you would walk on if there were no sidewalks. While walking, note places where it is safe to cross and places where it is dangerous to

cross (middle of the block, between parked cars). Talk about how to get off a commercial bus and walk to the nearest curb before crossing the street.

Answers to "Pedestrian Safety Test"—1. dark, white.
2. play, street, 3. corners, 4. cars. Answers to
"Safety Picture Project"—1. The umbrella should be
drawn over her head, not in front of or beside her face.
2. Part of his clothes should be light white. 3. Lines should
run to extreme left to see turning cars, to the left and to
the right.

Prepared under the direction of Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

Safety Picture Project

Copy and—
Follow directions.

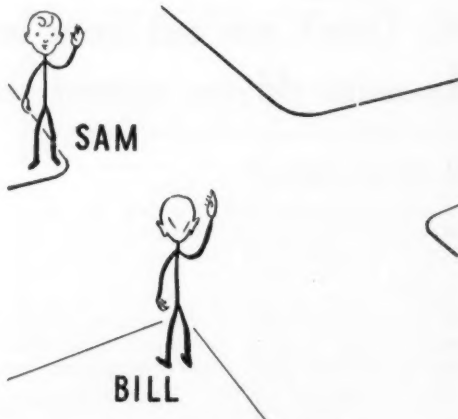
1. Put an umbrella in Mary's hand. Have her hold it so she can see where she walks.



2. Color Bob's clothes. It is a dark day. He should wear something white.



3. Sam wants to cross the street to meet Bill. Draw lines to show where Sam's eyes should look before he crosses.



Safety Lesson Unit

February, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

Teaching language arts, social studies, science and safety

Wear Light Clothes for Dark Days PEDESTRIAN SAFETY



Sketch S8718A

Word Study

Copy and—

On your own paper (1) arrange the following words in a column in alphabetical order; (2) after each word write its meaning, using the dictionary, if necessary; (3) copy the safety paragraph below, using a word from the list in each of the blanks. Be sure you spell each word correctly.

pedestrian
intersection
fatal

hazardous
rural

When a _____ comes to an _____, he should stop and look before crossing. On account of the lack of sidewalks, _____ highways are especially _____. It may be _____ to be a careless pedestrian.



Learning to Talk About Statistics

Copy and—

Give correct answers.

1. Three fourths of the pedestrians 5 to 14 years of age who were killed or injured in traffic accidents in 1948 were doing one of three dangerous things at the time. Can you guess what these three most dangerous things were? Why is it important that you avoid these traffic mistakes?
2. About two thirds of the pedestrians killed walking on rural highways were walking *with* traffic. How should they have been walking?
3. More pedestrians are killed in the hours just after sundown than at any other hour. Why do you think that this is true?
4. More than twice as many boys as girls are killed in motor vehicle accidents every year. What things can boys do to improve their traffic safety record?

Operation Safety

After reading the next page, plan an "operation safety" for your school or your class.

Answers to "Word Study"—pedestrian, intersection, rural, hazardous, fatal. Answers to "Learning to Talk About Statistics"—1. Crossing the street between intersections, coming from behind parked cars or playing in the roadway. You should avoid these mistakes because of the fact that three out of four killed or injured means danger. 2. Facing traffic. 3. Frequently motorists do not see pedestrians, although pedestrians think that because pedestrians can see the automobile lights, the motorist can see the pedestrians. 4. List your own ideas.

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Operation Safety



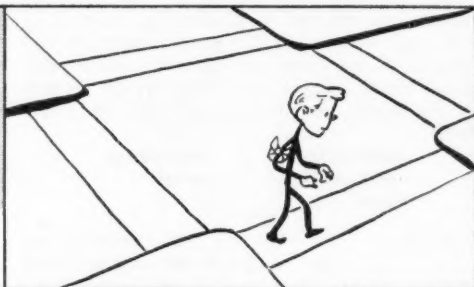
The chief of the safety patrol is speaking over the school public address system. He says, "In the war you heard of plans called *Operation Flattop* or *Operation Alligator*. I am going to tell you about a new plan called *Operation Safety*."



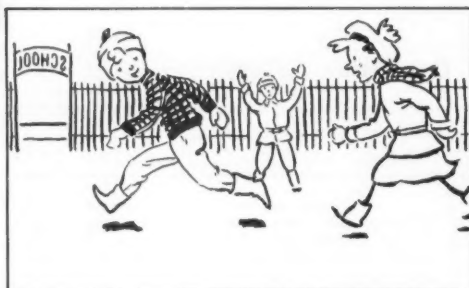
"Safe habit 1—Wear light-colored clothes on dark days. Especially when it gets dark early, it is important to be wearing something white so that motorists can see you. The dark months of the year, the cold wintry months, are when more pedestrians are hurt."



"Safe habit 2—Hold your umbrella up so that you can see where you are going. If you don't have an umbrella when you are walking in the rain or snow, keep your head up. A little rain won't hurt you, but being hit by a car might injure or kill you."



"Safe habit 3—Cross at corners and stay within crosswalks. Don't cross in the middle of the block where motorists don't expect you. Would you give up a minute to save a life? Then, lose a minute by crossing at corners and save your own life."



"Safe habit 4—Play on playgrounds, in yards and lots, but not in the street. Playing in the street or road is one of the most important causes of accidental death to children. While playing tag on the sidewalk, don't dash out into the street."



"Safe habit 5—Don't dash out from between parked cars. Take time to walk to the corner. Dashing from between parked cars is one of the most important causes of accidental death to children. Give the driver a chance to see you and let you live."



**Junior
High**

Safety Lesson Unit

February, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, social studies, home economics, guidance and homeroom

Keep Things Shipshape for Safety

HOME SAFETY

Introduction

Have you ever visited a ship? If you have, you will realize how the expression "shipshape" came to be used to describe efficient and orderly house-keeping. Undoubtedly the well-organized home with things in place is a safer home. Yet, in 1948 there were 35,000 deaths from home accidents, many of which could have been avoided by careful home management on the part of all members of the family.

True-False Test

Copy and—

Mark the following questions *true* or *false* to show what you know about safe and efficient home management. It might be interesting to compare the scores of boys and girls on this test.

- ____ 1. Each sharp knife should be washed separately and dried separately.
- ____ 2. When removing a cover of a pot or pan, lift it so steam will escape away from body.
- ____ 3. Store lye, ammonia and other cleaning agents on a convenient low shelf.
- ____ 4. Knife edges should be dull for safety in handling.
- ____ 5. All electric appliances should be disconnected at the outlet when not in use.
- ____ 6. Modern washing machines do not need to be grounded.
- ____ 7. Hands should be dry when touching light switches and all attached electric equipment.



Sketch S8719A

- ____ 8. Cupboard doors should be left open for speed and convenience during preparation of a meal.
- ____ 9. Modern chemicals make dry cleaning at home safe.
- ____ 10. Always store oily mops and rags in a closed carton in a closet.
- ____ 11. Even though it causes fatigue, a house-keeping schedule should be planned to complete all heavy work in one or two days each week.
- ____ 12. Fumes of paints and enamels may be flammable. Therefore open flames or lighted cigarettes should be avoided when painting.
- ____ 13. Napped or brushed cotton or rayons are easily ignited.
- ____ 14. Use only nonflammable solutions when removing spots from garments; work in open air.
- ____ 15. Matches should be stored on the stove within easy reach of all members of the family.

Activity

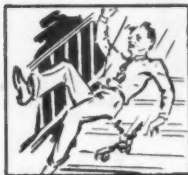
In a recent home survey in Iowa, it was found that five hazards were common in the homes of that state. They were: 1) stairs were without handrails, 2) irons needed heat-resistant stands, 3) oily mops and dust rags were not kept in metal containers, 4) stepladders were lacking or poorly constructed, 5) scatter rugs were skidding.

You might talk about such hazards in your own community, and if you feel that desirable publicity might help, you could plan bulletins, posters, newspaper articles, etc.

Prepared under the direction of Forrest E. Long, chairman of the department of secondary education, New York University, New York, N. Y., and Helen Halter Long, principal, Chatsworth School, Larchmont, N. Y.
1 to 9 copies of this unit, 5 cents each. Lower prices for larger quantities. Printed in U.S.A.

How Home Accidents Happen

Falls



on stairs
from porches, ladders, etc.
slippery floors and walks

Burns



by gasoline and kerosene
matches
smoking in bed
steam and hot liquids

Suffocation



by bedclothes
baby sleeping with adult

Firearms



playing with guns
examining or cleaning guns

Poison Gas



stoves badly vented or other-
wise in disrepair
gas failing to ignite
pots boiling over and liquid
extinguishing the gas

Poisons



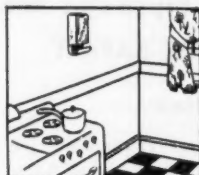
failure to identify bottle be-
fore taking medicine
harmful substances within
children's reach

How Home Accidents Can Be Prevented

Copy and—
Supply correct answer.



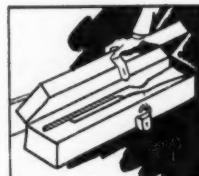
1. Don't leave things on _____
Keep stairways repaired and
well _____
Remove ice and snow or
spread _____
Use sturdy ladders, not
_____ ones.



2. Don't use _____
or kerosene to start fires.
Turn pan handles _____
Keep _____ out of
children's reach.
Don't smoke in _____.



3. Don't use heavy blankets
or fasten them; don't use
_____ in a child's
bed.
Have child sleep alone in his
own _____.



4. Treat gun as though it
were _____
Unload and lock up guns
when you put them away.



5. Have gas _____
checked by competent serv-
ice man.
_____ pipe and flues.
Make sure that the gas
_____ when it is
turned on.
Do not go to sleep while
things are cooking on the
gas _____.



6. Light the light before tak-
ing _____
Store lye, insecticides, etc.,
out of _____ reach.

Answers to "True-False" Test—1. T, 2. T, 3. F, 4.
F, 5. T, 6. F, 7. T, 8. F, 9. F, 10. F, 11. F,
12. T, 13. T, 14. T, 15. F.

Answers to "How Home Accidents Can Be Prevented":
1. stairs, lighted, sand or salt, makeshift or defective,
loaded, 2. gasoline, in, matches, bed, 3. pillows, bed, 4.
5. stove, clean, lights, stove, 6. medicine, children's,
reach.



Senior
High

Safety Lesson Unit

February, 1950

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 6, ILL.

For use in English, home economics, American history, American problems and homeroom

Keep Things Shipshape for Safety

HOME SAFETY



Sketch S8719A

Introduction

A recent article on home management described the way in which a family tried to use navy methods to make their housekeeping more efficient and less time consuming. The key to their success consisted of a planned schedule with navy type inspections to see that things were "shipshape." The man of the house (a navy man) supervised the reorganization of household chores.

Undoubtedly the well-organized home with things in place is a safer home. Yet, in 1948 there were 35,000 deaths in home accidents, many of which could have been avoided by careful home management on the part of all members of the family.

True-False Test

Copy and—

Mark the following questions *true* or *false* to show what you know about safe and efficient home management. It might be interesting to compare the scores of boys and girls on the test.

1. Each sharp knife should be washed separately and dried separately.
2. When removing a cover of a pot or pan, lift it so the steam will escape away from body.
3. Store lye, ammonia and other cleaning agents on a convenient, low shelf.
4. Knife edges should be dull for safety in handling.

5. All electric appliances should be disconnected at the outlet when not in use.

6. Modern washing machines do not need to be grounded.

7. Hands should be dry when touching light switches and all attached electric equipment.

8. Cupboard doors should be left open for speed and convenience during preparation of a meal.

9. Modern chemicals make dry cleaning at home safe.

10. Always store oily mops and rags in a closed carton in a closet.

11. Even though it causes fatigue, a house-keeping schedule should be planned to complete all heavy work in one or two days each week.

12. Fumes of paints and enamels may be flammable. Therefore, open flames or lighted cigarettes should be avoided when painting.

13. Napped or brushed cotton or rayons are easily ignited.

14. Use only nonflammable solutions when removing spots from garments; work in open air.

15. Matches should be stored on the stove within easy reach of all members of the family.

Answers to "True-False Test"—1. T, 2. T, 3. F, 4. F, 5. T, 6. F, 7. T, 8. F, 9. F, 10. F, 11. F, 12. T, 13. T, 14. T, 15. F.

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Copy and—
Follow directions of each section.

Safety from Burns and Scalds



There has been a marked decline in the fatality rate from burns and scalds, mostly resulting from home accidents, for women and girls—55 per cent decline between 1911 and 1947. This decline may be attributed in large part to the modernization of the home. The electric light bulb has supplanted the oil and gas lamps; the modern gas stove has supplanted the coal stove; and modern hot water systems have supplanted the hand carrying of boiling water in kitchen and laundry. In spite of this decline there are still too many deaths in the home from burns and scalds. In 1948, among men, women, boys and girls, there were 6,000 fatalities.

Young children are frequently the victims of scalding accidents. In many cases the child playing in the kitchen falls into a pail or container of scalding fluid left standing on the floor. Many children pull down on themselves hot fluids from the table or stove.

Many families using oil burning stoves seem unaware of the dangers involved. Frequently fire or explosion results from the use of gasoline or kerosene used to start a fire in a coal stove. Other fatalities occur from the use of flammable substances for dry cleaning, for waxing floors and for polishing stoves.

On your own paper list five things that you think should be done to cut down the number of burns and scalds in the home.

Safety from Accidental Poisoning



About 1,500 persons, about a quarter of them children under five, die in the United States annually from accidental poisoning. Can you list five things in the home which, if taken accidentally, would cause death? Star the item which you think causes the most accidental poisoning deaths.

List three simple things that can be done in a home to prevent accidental poisoning.

Ladder Safety



In a recent survey in Iowa it was found that in most of the homes of the state stepladders were lacking or poorly constructed. If this condition is true of the country in general, it may be one reason for the large number of deaths and injuries from falls which occur annually.

Every home needs a step stool and a stepladder, both of sturdy construction and handy for immediate use.

Complete these ladder safety precautions by filling in the blanks.

1. Never stand on _____ of a stepladder.
2. To use a straight ladder safely, the helper should brace the base with his _____ and steady the ladder with his _____ while the other ascends.
3. _____ the ladder as you climb and use _____ hands.
4. Instead of leaning out to reach from your ladder, _____ the ladder.
5. Don't use _____ ladders.
6. Remove all pails, tools, etc., from a ladder before _____ it.

Answers to "Safety from burns and scalds"—Things to cut down on burns—1. Never leave pails of hot water or other containers with scalding fluids on the floor. 2. Turn all hot fluids inward so that children cannot reach them. 3. Be sure tablecloths don't hang down so that little children can pull them off and upset containers on the table. 4. Follow directions carefully in using oil burning stoves, realizing that they are very hazardous. 5. Never use kerosene or gasoline to start or quicken a fire. 6. Do not do dry cleaning at home. 7. Be sure all of your waxes and polishes and cleaning fluids are marked "nonflammable." 8. Other answers such as "Keep matches out of the reach of children" would be acceptable.

Answers to "Safety from accidental poisoning"—1. Oil of wintergreen (liniment). 4. Lye. 5. Arsenic (rat poison). 6. Parathion. 7. Wood or denatured alcohol. 8. Out of answers to "Things to prevent accidental poisoning"—1. Turn on the light and read labels before taking any medicines. 2. Do not take a greater dose of baking soda than is prescribed by your doctor. 3. Store all poisonous poisons, away from food and medicines, preferably in a locked cabinet and out of the reach of children. 4. Place pins in the cork or put adhesive over the cork of bottles of all poisonous medicines. 5. Throw away (where children cannot salvage them) old medicines and prescriptions.

Answers to "Ladder safety"—1. Top. 2. Feet, hands. 3. Face, both. 4. Move. 5. Makeshift or defective. 6. Moving.

Hall Fire

(Continued from page 7)

Most fires in school properties involve Class "A" materials or are fires in ordinary combustible materials, such as wood, paper and cloth. Water is the best extinguishing medium for this type of fire. It can be applied by means of a simple pump tank, a soda-acid extinguisher or a water type extinguisher in which the liquid is expelled by means of a carbon dioxide cartridge.

Class "A" extinguishers are needed throughout residence buildings with the exception of cooking areas. In the kitchen, carbon dioxide or dry powder extinguishers are best.

Extinguishers by themselves are useless. People are required to use them and they are effective only when the fire is in its incipient stages. The occupants of a room or building should be given a demonstration of the extinguishers in their building. They should practice using the extinguisher.

It is more important to prevent a fire than to extinguish or escape it. Residence halls have all the usual fire hazards of heating, lighting and power equipment. There are adequate standards covering these features which are available and should be enforced.

There are, however, two additional hazards that are somewhat peculiar to residence halls and should be given special attention. The first is smoking, and since we recognize that it will be done care should be taken to provide safe receptacles and, if possible, to restrict smoking to those sections of the structure with the least amount of combustible furniture and finish.

The second hazard, and one responsible for many dormitory fires, is the use of hot plates or other substandard heating devices, plus excessive use of electric extension cords. *School administrators must face the fact that students will have their midnight snacks.* They should do it using standard kitchen equipment in safe surroundings.

We are all aware of the budget difficulties which hamper educational institutions. With this in mind I suggest an orderly attack on the problem. *The immediate and minimum program should be to enclose all vertical openings and install an automatic fire alarm.*

The next step is to provide additional emergency exit facilities. After this, we can consider automatic sprinklers and, of course, the eventual replacement of these structures with fire-resistive buildings.

Britain

(Continued from page 22)

tional Safe Driving Competition which is open to professional drivers employed by government departments, commercial and public service vehicle operators. Certificates are awarded each year for blameless driving and there are now some 200,000 entries annually. The society's highest award, the bronze cross for 25 consecutive years of blameless driving, has been won by more than 350 drivers.

As a result of invitations to overseas countries to send delegations to the society's congress for 1935, the first International Road Safety conference was held at the Hague in 1937. A second conference was planned for 1939, but the outbreak of war intervened. However, the recent World Road conference and the Conference of the International Union of Local Authorities, both held at Geneva, point to a revival of the World Conference of Road Safety organizations. In the meantime, the society continues to exchange information and ideas with other countries.

But the Royal Society for the Prevention of Accidents does not concern itself with road safety alone. Accidents in other fields equally engross its attention. The industrial safety division provides firms with a comprehensive service for dealing with accident prevention in factories and workshops and advises on technical and legal problems. Besides organizing training courses, the society has an autonomous section which is a professional organization designed to raise the technical qualifications and status of industrial safety officers. In 1940 this division was taken over by Britain's Ministry of Labor to assist the nation's war effort, but it was again part of the society's activities.

Accidents in the home also claim the society's attention, and the Home Safety section, founded in 1931, works in close co-operation with public health authorities, the police, fire services, women's organizations and professional bodies. Home safety committees have been set up by local government authorities and Britain's Home office also assists in this activity of the society.

The Royal Society for the Prevention of Accidents is now recognized as the storehouse of safety information and safety education. It provides yet another example of how voluntary effort in Britain is harnessed to the service of the community.

Experiment

(Continued from page 14)

of no safety teaching followed this, and the course ended with a test to determine gains as measured both by paper and pencil tests and by observations.

To measure the behavior changes in the pupils, data sheets and check lists were provided for the pupils making the observations. The sheet used by the pupils of each class to check the safety violations of the pupils of the other class provided room for noting the number of violations of specific safety rules within a given checking period. The items included were the following:

- (1) Running in the hallway
- (2) Running up or down stairs
- (3) Going up or down the wrong side of stairs
- (4) Shoving neighbors in halls or on stairs
- (5) Shoving neighbor's head at drinking fountain
- (6) Failing to look before crossing street
- (7) Dashing across street in front of vehicle
- (8) Running across wet or icy street
- (9) Playing in the street

The data sheets for checking the pupils' own activities provided space for recording their own unsafe or dangerous acts, action taken by them to remedy or correct unsafe conditions, correct action taken by them in a dangerous situation, attention called to an unsafe condition or action. Another sheet provided for recording the same information under the specific area headings of kitchen, living room, dining room, bathroom, bedroom, halls and stairs. In making records on this sheet the co-operation of the mothers was asked.

The experimental class being taught by the group method typically started with an area such as the kitchen and used their own knowledge on observation plus various home safety references in developing the dangerous situations and practices most likely to exist in that room. They would then determine a method of correcting the unsafe condition or practice or a method of compensating.

The teacher in this class tried to establish himself as a member of the group and often left the room while the discussions were in progress. A sampling of the procedure of the class during these times was made by the use of stenographic reports. Apparently the process of developing the subject proceeded without much mental meandering.

This same material was given to the control class as an assignment to be learned and mastered, with each individual responsible for his own work. No pupil planning or group participation was encouraged or permitted in conducting this class.

Although not all the data are complete it is possible to indicate some trends.

The progress made by both groups, as measured by the pencil and paper tests, was positive and satisfactory.

The progress made by both groups, as measured by the observation tests, was positive but meager.

The progress of the experimental group, as measured by observations, was greater than that made by the control group.

The increase in safety consciousness in the home safety field by the experimental group was consistently greater than that demonstrated by the control group.

In the light of this experiment and the best thought on the subject, the following observations are made:

(1) It cannot be expected that desirable changes in safety habits will necessarily result from a study of safety materials and correct practices as a subject to be mastered.

(2) A group development of dangerous areas, incorrect practices, and steps to be taken to correct them, combined with a daily or weekly check upon these areas and practices shows possibilities for producing desired changes in safe behavior.

(3) The greater the group co-operation, community co-operation and home co-operation, the greater seem the chances of success in the attempt to develop safety consciousness and correct safe habits in the pupils concerned.

(4) It seems worth while to use the "set-ups" as a teaching device as well as a frequent check on pupil progress toward safety consciousness.

(5) Safety probably will be best taught in direct connection with the subject matter dealt with rather than as a general course in the curriculum. Thus home safety would be best taught in connection with the study of homemaking, and farm safety with the study of agriculture.

(6) A community survey is an excellent way to open a safety drive in a school.

(7) A survey of the particular safety area under study is a valuable way to lead pupils to an understanding of the need for improving their safe habits in the area.

Tomorrow

(Continued from page 2)

grow big and strong, to be accepted by his playmates, to excel in games, to be able to do things.

A negative corollary of these characteristics of elementary school children is that, while they tend to have little fear of their environment, there is great danger of developing morbid fears which will affect their entire lives. Studies on accident proneness tell us that fear serves to increase rather than decrease the accident potential; so teachers must use great caution in pointing out safety problems. It is better to emphasize the "smartness" of being safe, rather than the gruesome consequences of unsafe acts.

Here are just a few examples:

The teacher should use the appeal of hero worship. The elementary school age is when hero worship begins. Lessons of safety coming from the lips or the lives of accepted heroes of children will be long remembered. Joe DiMaggio saying "A smart kid, like a smart athlete, learns to ride his bike skillfully, and follows the rules of the road" is likely to have a favorable effect on children.

The teacher should use the appeal of adventure. Both actual adventure through visitations, excursions, outings and the like, and stories, reading, films and other classroom activities centered around adventure, provide vivid and dynamic learning experiences for children.

The teacher should recognize that love for others rather than for self emerges in the elementary age. The school boy patrol motivated on the basis of his service to others, rather than on the prestige of his position, is developing a positive attitude of the kind in which we are interested.

The teacher should recognize the appeal of group conformity. Children desire to be accepted by their group to feel secure within that group. Group activities in safety education, in which the individual may participate with others, appeals to his love of group action and may serve to increase the effectiveness of the intended lessons.

Finally, the teacher should recognize the appeal of sports and games. All children love to play. The world of games and sports is an understandable and appealing world to children. The well-organized, properly constructed playfield, and carefully taught games

with emphasis on development of skills and common-sense safety regulations offer perhaps the best of all safety laboratory experiences in the elementary program. Here the children are in a controlled environment of great activity and with good teaching habit patterns, and so positive attitudes toward safety can be forcefully crystallized.

Toward a safer tomorrow is an apt and acceptable objective to teachers, but it should not be projected to pupil objectives. Attention should be focussed upon the immediate problems, interests, and needs of children. The extent to which the pupil may experience the contextual situations of safety is the extent to which positive learning is likely to accrue. Safety does, in truth, involve a great many special skills and techniques which children must learn. The important point is that the accident potential is present even in the most commonplace.

Why is it that 499 children can cross the playground and enter a building safely while the 500th will fall and injure himself? Children cannot be taught to meet every accident potential situation directly. They must be taught to approach living itself with a safety sane attitude.

These lessons can best be taught in terms of the everyday life of children and not abstractedly in terms of the activities of the future tomorrows.

Conclusion

In conclusion, then, a teacher who would accept his responsibility of building toward a safer tomorrow will:

- (1) Reaffirm his own understanding of the problems of safety in terms of the democratic faith.
- (2) Work to create a child centered, creative, school environment where life situations are the core of all learning experiences.
- (3) Emphasize the importance of the psychological problems of accident proneness in the school guidance program.
- (4) Approach all activities in the safety education program through the basic appeals to children, such as the appeal of hero worship, the appeal of adventure, the appeal of love for others, the appeal of group conformity, and the appeal of sports and games.
- (5) Finally, the teacher who would accept his responsibility of building toward a safer tomorrow will center the pupil safety objectives in the meaningful problems of today.

Responsible

(Continued from page 8)

In pursuing this point further, I must ask myself this—"Was there anything in his training as a science instructor that would teach him the hazards of his job?"

My acquaintance with science courses is limited, but I do not remember any effort on the part of my college instructors to indoctrinate me in the dangers of the use of apparatus. Perhaps the training is more to blame than the individual.

Military Testing

In the military services, before a man can advance from a nonrated to a rated status, he must be thoroughly grounded in the safety precautions pertaining to a particular job. Further, he must pass both a written and a performance test to demonstrate his knowledge of safety precautions, and the records of the results of these tests must appear in his service jacket. Yet we send out teachers to instruct youngsters in shop, science, and physical education, and there is nothing in their teaching that would guarantee that the instructor is familiar with safety factors.

Safety Is Co-operative

Safety is a co-operative endeavor. Schools cannot achieve a well-working safety program without the co-operation of all elements of the community. Students may be taught all safety rules, but unless every element in the child's community is favorable toward the safety program, that instruction will not result in the prevention of accidents.

Safety Is Community

Safety is a community endeavor. In addition to imparting information about safety, the school has the responsibility of proper engineering. It has the further responsibility of practicing what it preaches about safety in every department. This is a responsibility which necessitates special training on the part of school personnel, and it is a training which is lacking at the present time.

Secondly, all agencies in the community must co-operate if the school is to be a safe one. The "whys" of safety regulations need to be understood by the community. Through that understanding will come community sanction and community support. In short, "*Safety is Everybody's Job.*"

Standards

(Continued from page 4)

in classroom and behind-the-wheel driving instruction, in vocational subjects and pursuits and at the college levels would be taught.

Recommendations for each are three to four semester hours or four to six quarter hours. Any one of the areas would satisfy the approval for teaching.

V. Practice teaching under supervision in any field of safety for which approval is to be made. The course should be approximately two to three semester hours, three to four quarter hours or the amount ordinarily prescribed by, and under conditions outlined by, the state department.

To do a satisfactory job at teaching any skills subject, a laboratory is most important. It is assumed that an adequate driving range and testing laboratories are available. The driving range should have as many actual driving situations included for practice as is possible to obtain.

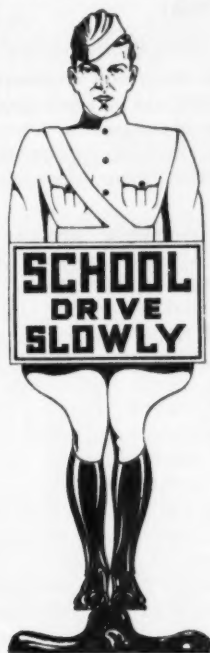
A classroom equipped with testing equipment, a cutaway car, charts and graphs and other audio-visual aids are most important in helping the student think through the work designed to familiarize him with the mechanism of the car and how to use it.

There should be a total of at least 10 semester hours or 15 quarter hours of instruction given in specific areas of safety. In addition there should be groups of closely related subjects given as electives from which 8 to 12 semester hours or 12 to 18 quarter hours would be chosen as supporting courses.

The need of higher standards for the training of teachers in the field of safety is recognized. The state department of public instruction in Iowa and two of the state's schools of higher education have joined in outlining a program which is now being used in teacher training programs.

In addition to 10 semester hours or 15 quarter hours of specific departments under which they are administered, from 10 to 20 semester hours or 15 to 30 quarter hours of supporting work in the standard scientific and educational branches are recommended as best fitting the worker in the field of safety and human conservation for effective service in teaching or public service.

It is hoped that teacher training institutions and colleges will give more attention to those areas of educational offerings.



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Recommendations

(Continued from page 17)

safety education is to study and recommend the means for providing aid to labor groups in their education problems and to discover how the several agencies and organizations can best contribute toward the safety of the man on the job.

Safety education by public agencies —

There are a number of miscellaneous agencies that concern themselves more or less with safety education in industry. The United States Department of Labor issues technical information and assists in the organization of training programs. State departments of labor conduct safety courses, training programs for leaders, conference and safety contests. The National Safety Council, insurance companies, the various chapters of the American Society of Safety Engineers, the American Standards Association, industrial associations, chambers of commerce and others, play an important part in promoting safety. The existence of these public agencies and their willingness to render assistance narrows the problem to one of making better use of their services.

Conference Discussions

The discussions of a conference and the reports of committees are useful only if they become bases for plans of action. The closer the planning of the action program to the persons who are affected by it, the more effective such a program becomes.

State Meetings Needed

It is the intention of the Department of Labor to encourage each state to develop a conference on industrial safety. The make-up of these conferences and the work which they do will parallel that of the national meeting. If the state meetings are followed by local ones made up of the persons who operate safety programs or who are affected by them, the results of the time and effort of the national and state programs will begin to show in accident reduction. No matter what the form of the state and local program may be, the educational aspects of the safety movement are major points of attack on accident prevention. Everyone who works for the improvement of safety becomes a teacher whose efforts are all the more valuable if they are integrated with the efforts of other persons who have the same objectives.

• BOOKS AND PAMPHLETS

IDEALS. (School Issue). Bi-monthly magazine. Edited by Van B. Hooper. 124 pp. Illustrated. Milwaukee, Wis.: Ideals Publishing company. 1949. Single copies, \$1.25 each. One year subscription, \$6.50.

Although *Ideals* is a bi-monthly magazine and general in content, the school issue—with its colored cellophaned covers—is a beautiful book in itself. It is primarily of use to lower elementary teachers.



This is the cover of the issue reviewed.

The book contains poems, articles, "homey" philosophy and a great many pictures, drawings and full natural color photographs. Much of the material is pointed towards patriotism and early American history and ideals.

A poignant safety picture and message—Tommy Won't Be At School Today—brings out the danger of young children being killed by motor vehicles. Another safety reminder is a full page picture of two smiling children beneath a School—Slow sign.

TEACH THEM TO LIFT. Bureau of Labor Standards. 8 pp. Illustrated. Bulletin No. 110. Washington, D. C.: U. S. Department of Labor. 1949. Limited supply of free copies available from the Bureau. In quantities, copies 10 cents each from Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

This excellent little bulletin assumes that safe "lifting know-how does *not* come naturally" and that people must be taught how to lift properly; then it shows readers how.

Safety Education for February, 1950

The illustrations are amusing and the style is interesting.

HEALTH ACTIVITIES. Revised. Julia C. Foster. 188 pp. Illustrated. Chicago, Ill.: J. B. Lippincott Co., 1949.

This is a revised, completely up-to-date edition of the work book. The first edition was reviewed in *SAFETY EDUCATION* for October, 1946.

EDUCATORS GUIDE TO FREE SLIDE FILMS. Compiled and edited by Mary Foley Horkheimer and John W. Diffor. 114 pp. Randolph, Wis.: Educators Progress Service. 1949. \$3.00.

The Educators Progress Service has done it again! To Educators Guide to Free Films and Elementary Teachers' Guide to Free Curriculum Materials now can be added the first annual edition of *Free Slide Films*. This bibliography is just as valuable and complete a guide to free slide films as its two companion pieces are to their subjects.

To borrow words first used in *SAFETY EDUCATION* describing the other two volumes: "This bibliography will prove highly valuable to every educator who wishes to use slide films to enrich the curriculum."

PHYSICAL ACTIVITIES FOR ELEMENTARY SCHOOLS. Curriculum Bulletin No. 1. 242 pp. Illustrated. New York, N. Y.: Board of Education of the City of New York. 1948-49 series.

William Jansen, superintendent of schools, correctly states that "the activities as outlined in this bulletin provide for one aspect of a comprehensive program in health education which is intended to develop and maintain a sound body and to establish wholesome mental and emotional attitudes toward health."

A large and thoughtfully compiled collection of games, rhythms, song plays, folk dances, athletic activities, self-testing activities and many other suggestions make the book really worth while. The book recognizes safety as "an integral part of the physical activity program."

• VISUAL AIDS

COOKING: KITCHEN SAFETY. 16 mm. Sound motion picture. 10 minutes. New York, N. Y.: Young America Films, Inc.

Accidents are caused by simple acts of neglect, so this film shows.

The film lets us watch several accidents occur, and shows us how to correct other

hazardous situations in connection with kitchen utensils.

Observing the simple rules given will help make your kitchen a less hazardous place in which to work.

DOORWAY TO DEATH. 16 mm. Sound motion picture. Color. 13 minutes. Hartford, Conn.: Aetna Life Affiliated Companies.

Bringing carelessness into the foreground as the cause of accidents, this film attempts to show how unguarded moments in the home can result in accidents.

Following suggestions on a home safety check list, obvious hazards are checked by the movie family before they result in calamity. It is only afterward, when the hazards have been corrected, that the man of the house has an accident caused by carelessness.

The wrong use of various conveniences is shown, and suggestions are given on how to correct them.

The final scenes of the movie are set in a court of home accidents, a parody on the traffic court. The judge warns the viewers of what might—and shouldn't—happen.

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MAGAZINES— various publications recently received containing ar- ticles of current interest on safety.

ACCIDENTS TO SCHOOL PUPILS. *The Education Gazette.* Oct. 1, 1949. p. 354.

CAUTION URGED IN HANDLING FLUORESCENT LAMPS. *The Aetna-izer.* Nov., 1949. p. 16 f.

CHILDREN'S TOYS. *Firemen's Fund Record.* Dec., 1949. p. 20.

CRANSTON'S CAMPAIGN FOR SAFER CYCLING. Mrs. Fanny R. Dudley and Mrs. Daniel F. Kauffman. *National Parent-Teacher.* Dec., 1949. p. 31 f.

550 DEATHS SET HOLIDAY ACCIDENT RECORD. *Health and Safety.* Oct., 1949. p. 7.

FOR ALL SCHOOL CHILDREN A WARY CHRISTMAS. Wayne P. Hughes. *The Nation's Schools.* Dec., 1949. p. 45.

HOW TO USE A POWER JOINTER. Bob Gilmore. *Better Homes and Gardens.* Dec., 1949. p. 14 ff.

INCENTIVES FOR SAFETY. Julien H. Harvey. *Casualty and Surety Journal.* Dec., 1949. p. 51 ff.

IS SAFETY WORK NEEDED IN P-TA ORGANIZATIONS? De Witt Hunt. *Oklahoma Parent-Teacher.* Dec., 1949. p. 22 f.

MOTOR VEHICLE MORTALITY DECLINES. *Statistical Bulletin.* Nov., 1949. p. 6 ff.

OUR YOUNGSTERS DON'T HAVE TO BE KILLERS. Sidney Shalett and Henry C. McFadyen. *Saturday Evening Post.* Dec. 17, 1949. p. 17 ff.

PLAY SAFE IN SCHOOL ZONES. James T. White. *Public Safety.* Dec., 1949. p. 8 ff.

PROGRESS IN SAFETY EDUCATION. Herbert J. Stack. *Journal of Health, Physical Education and Recreation.* Nov., 1949. p. 579 ff.

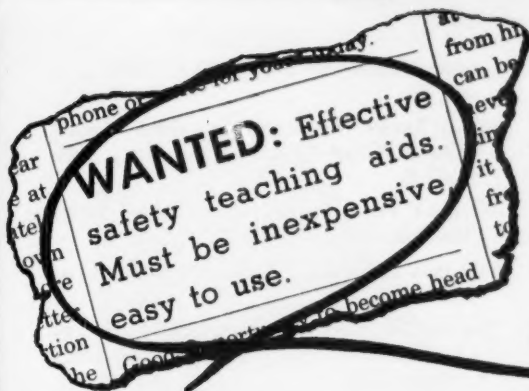
ROAD ACCIDENTS CAN BE CUT DOWN. Dorothy Thompson. *Ladies Home Journal.* Dec. 1949. p. 11 f.

THE ROAD BACK FROM THE ACCIDENT TO JOB AND SCHOOL. W. Earl Hall. *The Crippled Child.* Oct., 1949. p. 4 ff.

SCHOOL BUS TRAGEDIES. Mary Mercedes Hayden. *Disaster.* Nov., 1949. p. 4 f.

SCHOOLS AND COLLEGES CONCENTRATE ON SAFETY EDUCATION. *The Nation's Schools.* Dec., 1949. p. 53.

SCHOOLS TO BE HONORED FOR OUTSTANDING SAFETY PROGRAMS. *Nebraska Education News.* Dec. 16, 1949. p. 8.



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- ★ Safety Sentinel newsletter
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- ★ Congress Transactions, School
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16 SCHOOL MEN REGISTER FOR DRIVER EDUCATION WORKSHOP. *Nebraska Education News*. Nov. 18, 1949. p. 1. f.

STEERING WHEEL EDUCATION MAKES GAINS IN SCHOOLS THROUGHOUT THE NATION. *The Public and Education*. Dec., 1949. p. 3.

TOO FEW FOR SO MANY OR TOO MANY FOR SO FEW. *North Carolina Education*. Nov., 1949. p. 25.

TRAINING FOR SAFETY IN THE HUNTING SEA-

SON. *Health and Safety*. Oct., 1949. p. 3 and 8.

WHAT EVERY WOMAN SHOULD KNOW ABOUT WIRING. *Good Housekeeping*. Dec., 1949. p. 82 ff.

WHEELS THAT WORRY. *Health and Safety Medium*. Nov., 1949. p. 3.

YOU IN A BLIZZARD. *Health and Safety*. Oct., 1949. p. 1.

YOU'VE CAUSED AN AUTO ACCIDENT? George O. Braden. *Firemen's Fund Record*. Dec., 1949. p. 8 f.

NOW IT CAN BE TOLD . . .



Now it can be told that Beatrice Roblee, who has so successfully edited **SAFETY EDUCATION** for the past six years, is now Mrs. R. Capel Beckett!!

Mrs. Beckett started in the journalistic field as a police reporter for a metropolitan newspaper, working up through obits and society to feature writing. Then she took a fling at teaching but after a year decided advertising, radio and magazine editing were her forte, and she returned to the national magazine field where she had outstanding success and from which the National Safety

Council called her to edit its important school publication, **SAFETY EDUCATION**.

Mr. Beckett is general attorney for the Illinois Central railroad. He is a Rhodes scholar from Mississippi and finished his study of law at Pembroke college, Oxford (England) university.

So with this issue—a new name on the masthead of **SAFETY EDUCATION** but the same editor and the same excellent results.

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